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ABSTRACT

This report presents findings of the fifth impact evaluation of Head Start's 15 Resource Access Projects (RAPs), offering data for the 1980-81 program year. RAPs are the designated liaison between Head Start grantees and state and local education systems, and they also train Head Start staff to work with handicapped children and their families. The chapter, "RAP Profiles," provides an overview of each project's service approach and activities during the year. All other chapters treat the network as a whole, with illustrations of individual projects' exceptional traits. A chapter on "Budget and Staffing" describes RAPs' financial and staff resources. In the "Performance" chapter, findings on the network's fulfillment of contractual obligations are organized by task. Head Start and state education agency clients' perceptions of RAPs are analyzed in the "Impact Data" section. The final section, "Findings and Recommendations," summarizes the major outcomes of the year's effort and suggests further emphases. (PB)

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RLA

An Impact Evaluation of The
Resource Access Projects
1980-1981
HHS-105-80-C-037

Submitted to
ACYF/DHHS

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An Impact Evaluation of The Resource Access Projects

1980-1981

HHS-105-80-C-037

Submitted to
ACYF/DHHS

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The impact report has relied on information from hundreds of individuals at Head Start programs, ACYF Regional Offices, and State Education Agencies. Their perceptions of RAPs' services have enabled us to document successes, identify areas for improvement, and correlate findings.

RAP project staff have contributed generously of their time and perspective to the evaluation effort throughout the year, but particularly during our on-site interviews and file research.

Finally, the project staff thanks Louise DuRant for her conscientious attention to the typing and format of this report.

I. INTRODUCTION

Background on the Head Start Effort to Serve Handicapped Children and the Resource Access Projects

Since 1972, Head Start programs have been obligated to commit 10 percent of their enrollment opportunities to children with handicapping conditions. National guidance since that time has required local programs to develop outreach and recruitment procedures in cooperation with community agencies; to provide appropriate special education, treatment and related services in addition to those comprehensive services made available to all Head Start children; to develop an individual service plan for each child with special needs and involve parents in the process; and to ensure that facilities are accessible to the handicapped. In 1976 ACYF, the Administration for Children, Youth and Families, designed the Resource Access Projects (RAP) to strengthen the services Head Start programs can provide to handicapped children. The network of projects, funded by ACYF, links services for handicapped children within Head Start programs with community resources and trains teachers and administrators to mainstream children with special needs. RAP staff typically have experience and training in the fields of preschool special education, training, research, and materials development.

Head Start reports annually to Congress on the status of its effort to serve children with special needs. The most recent report documented an enrollment of 12 percent, or 43,689* preschoolers with handicapping conditions in Head Start. Handicapping conditions include blind/ visual impairments, deaf/hearing impairments, speech impairments, serious emotional disturbances, orthopedic impairments, health impairments, learning disabilities, and multiple handicaps.

With the passage of PL 94-142, the Education for all Handicapped Children Act, in 1976, all handicapped children were guaranteed a free and appropriate public education in the least restrictive environment by September 1, 1978. With this increased funding available to state and local education agencies came requirements to find, count and optimally serve handicapped children. As noted earlier, Head Start programs were already required to coordinate with local community resources, and with the passage of PL 94-142 the public school system became a focus for Head Start collaborative efforts.

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*Includes IMPD programs

In the absence of state level representation for Head Start, the National Head Start Office and the Bureau of Education for the Handicapped (BEH), now the Office of Special Education (OSE), designated RAP as the liaison between Head Start grantees and the education systems. Thus, the RAPs have fostered collaboration between Head Start and State and Local Education Agencies while also training Head Start staff to work with handicapped children and their families.

Fifteen Resource Access Projects are sponsored by private and public agencies and universities throughout the country. Since 1976, all ACYF Regions have been served by one RAP; larger regions have two or three RAPs. To ensure uniformity in the delivery of services to Head Start programs, the National Head Start Office requires each of the 15 RAP projects to perform the same tasks under contractual obligation. Information on each of the projects, their sponsors, number of Head Start grantees served, and the estimated number of handicapped children in each service area are listed on the next page.

The Evaluation Process

The evaluation has played an important role in the RAPs' formative process. The annual evaluation, by measuring the performance not only of the network, but also of each project within, gives the project staffs a set of standards by which to measure their own progress. It also ensures uniformity of service delivery to Head Start programs across the country.

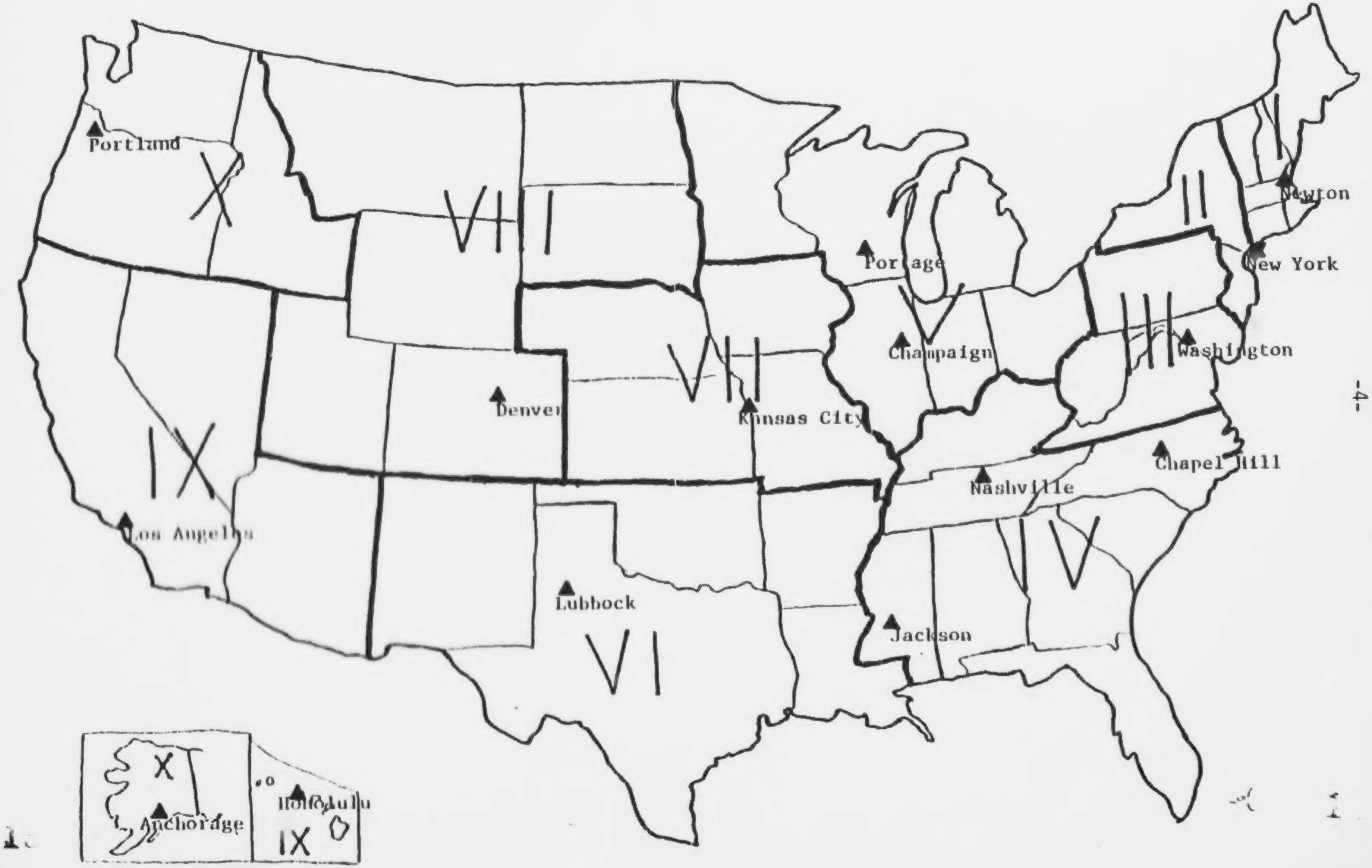
In a recent study the evaluation, itself, emerged as one of the five chief factors contributing to the success of the RAP network. RAP projects perform at capacity, in part, because there is an evaluation.

HEW Region	RAP Sponsor and Location	Number of Head Start Grantees	Estimated Number of Head Start Handicapped Children in Service Are
I	• Education Development Center Newton, Massachusetts	71	1,693
II	• New York University New York City, New York	80	4,607
III	• Georgetown University Washington, D.C.	113	3,958
IV	• Chapel Hill Outreach Project Chapel Hill, North Carolina	125	3,810
	• The Urban Observatory Nashville, Tennessee	88	3,343
	• Friends of Children (subcontracted through the Chapel Hill Outreach Program) Jackson, Mississippi	24	3,350
V	• University of Illinois Champaign, Illinois	117	4,994
	• Portage Project Portage, Wisconsin	87	3,031
VI	• Texas Tech University Lubbock, Texas	148	4,956
VII	• University of Kansas Kansas City, Kansas	67	2,364
VIII	• University of Denver Denver, Colorado	62	1,161
IX	• Child, Youth and Family Services Los Angeles, California	58	3,117
	• University of Hawaii Honolulu, Hawaii	12	195
X	• Portland State University Portland, Oregon	51	1,208
	• Easter Seal Society Anchorage, Alaska	3	79
TOTAL		1,106	41,866**
NATIONAL AVERAGE		74	2,791

*From National Tables 1979-1980, U.S. Department of Health and Human Services.

**Excludes IMPD programs

THE RAP NETWORK
1980-81


Portland
X
VIII
I
Portage
V
Champaign
II
Newton
New York
III
Washington
VII
Denver
Kansas City
IX
Los Angeles
Lubbock
VI
Nashville
Chapel Hill
IV
Jackson
X
Anchorage
Honolulu
IX

During the evaluation, projects' strengths, weaknesses, and barriers to providing services are conveyed to ACYF which uses this information to remediate individual projects, launch new initiatives, and make policy decisions. The evaluation staff reports formally to ACYF on each task described within the scope of the evaluation, responds to periodic *ad hoc* inquiries from ACYF, and alerts managers to warning signs. Evaluators' annual phone survey also draws State Education Agency attention to the RAP's ongoing commitment and obligation to collaborate with agencies serving young handicapped children.

The RLA evaluation process is based on the following assumptions and evaluation philosophy:

- The evaluation effort was conceived by ACYF as an integral part of the RAP program development; it was born with the RAPs and grows with them - simultaneously providing support, accountability, and objectivity.
- Evaluators do not weight or judge program priorities. The ACYF program officer determines program priorities and communicates them to the RAP contractors. The evaluator develops tools that help ACYF articulate priorities, communicate priorities to RAP projects, and analyze the effectiveness of implementing program priorities.
- The evaluation is formative by design. It identifies for program administrators trends, successful approaches to problem solving, barriers to program implementation, and unique factors affecting project operations. Ranking, quantification, and summation are minimized.
- The analytical framework developed by RLA has progressed from RAP-centered perceptions of performance to client/user-centered perceptions of RAP's impact so that the programs are viewed in a progressively broader context.
- The evaluation is a vehicle for communication among RAPs and a source of program development assistance for new as well as established RAP contractors.

This Impact Evaluation reports the findings of the 1980-81 program year. Although several RAPs have funding cycles which do not coincide with the program year, the evaluators standardized the reporting period. Assessment of RAPs' performance is determined in the period from July 1, 1980 to April 1. 1981. Comparisons are made with third and fourth year findings, but the substance of the text reports on RAP's fifth year of program activity.

This report is organized into six chapters: Introduction, Profiles of the RAPs, Budget and Staff Characteristics, Performance on Tasks, Impact of RAP, and Findings and Recommendations. The RAP Profiles outline selected facts about each project, providing an overview of each project's particular service approach and activities during the year. All other chapters treat the network as a whole, with illustrations of individual projects' exceptional characteristics. Data in the chapter on Budget and Staffing describe RAPs' financial and staff resources. In the Performance Chapter, findings on the network's fulfillment of contractual obligations are organized by task. Head Start and SEA clients' perceptions of RAPs are analyzed in the Impact section. The final section, Findings and Recommendations, summarizes the major outcomes of this year's effort and suggest future emphases. Remedial solutions to problems of a specific project are not included in this report; they are presented to the Project Officer.

Methodology

Four populations are the major sources of information regarding performance: RAP staff, Head Start clientele, Regional Office representatives, and State Education Agency personnel. The principal methods of data collection are through personal interviews and comprehensive reviews of files at each project site. RLA analysts conduct telephone surveys of State Education Agencies and Head Start programs in each region. For the second year, selected RAP training conferences were evaluated by participants using a confidential standardized evaluation form; later, a limited number of follow-up phone interviews were conducted to determine the long-term effects of the training. Members of the evaluation staff also observed training conferences in Regions II, III, IV, and VI.

RLA uses a small team of analysts with Head Start and program assessment experience to evaluate the RAP program. The senior members of the team participate in every aspect of the work, including field work, clientele inquiries, tabulation and analysis of data, and report writing. The instrumentation and procedures used to conduct the site visits, file reviews, and the telephone interviews are briefly discussed.

Instrumentation

The evaluation team developed seven instruments to collect and organize data gathered from RAP staff, Head Start clients, Regional Office staff, and SEA users of RAP service: 1) an interview guide for RAP site visits; 2) a matrix for recording RAP transactions; 3) a script for telephone inquiries to SEA and Head Start personnel; 4) an evaluation form for participants attending RAP training; 5) an interview guide for telephone inquiries to assess long-term effects of RAP training; 6) a training site schedule and internal guide to structure observation at training conferences; 7) and a questionnaire for Regional Office personnel. All instruments were developed and used by RLA staff exclusively.

The interview guide is the master instrument for collecting information about each RAP on-site. It is designed to capture data about the major areas of program operation: goals, internal project characteristics, budget, task priorities, activities on each of the eleven required tasks, relationships with the Regional and National ACYF Offices, regional contexts, perceptions of project accomplishments and barriers to implementation, and recommendations from RAPs for the network.

The matrix is used to analyze RAP activities; it records each type of activity, requestor, provider, recipient, geographic location, attributes, and handicapping conditions.

The scripts for Head Start and SEA telephone inquiries solicit information about clients' familiarity with RAP, the initiator, frequency and type of contact, satisfaction with service, most valued service, and problems perceived by the client. This year ACYF also asked evaluators to collect information about the adequacy of PA26 budgets from Head Starts.

Instruments were used to assess the effectiveness of RAP training at the end of the conferences and again three months after attendance at the conferences. Data were collected on the respondents' positions, satisfaction with the conferences, descriptions of what was learned, and perceptions of practices that trainees learned and later adopted.

Interviews with Regional Office personnel explore the RAPs' impact on grantees, RAPs' responsiveness to the needs of the grantees, outcomes resulting from RAPs' work, most valuable services offered by RAPs, RAPs' adaptation to the region's system for the delivery of handicap services to grantees, areas of improvement in the project, and future directions for RAPs.

All instruments and methods were reviewed by ACYF and modified as needed.

Procedures

The RLA project staff traveled in two teams of two persons to complete all field work. At least one member of each team had visited each RAP before. During the two-day visit to each site, evaluators interviewed RAP staff and reviewed file material. Teams met with Regional Office staff on the third day. All site visits were scheduled by telephone and confirmed by letter.

To supplement the interviews and to verify observations, field analysts reviewed all activity reports, and task records completed between July 1, 1980, and April 1, 1981. The evaluators shared the unedited results of file reviews and telephone inquiries with RAP staff to clarify inconsistencies when necessary.

Two separate series of telephone inquiries were conducted to assess the impact of RAP work. Interviews with SEAs in June 1981, using a telephone script developed by RLA and approved by ACYF and OMB, collected data on the task requiring RAPs to collaborate with public schools. Prior to the telephone interviews, a letter explaining the RAP evaluation was sent to every SEA requesting their participation in the effort. Identical procedures were used for the Head Start telephone inquiries which were conducted from March through June 1981. A stratified random sample of programs was drawn from each ACYF region. All Head Starts and SEA survey respondents received a follow-up letter of thanks once the survey was complete.

THE NEW ENGLAND RAP

BACKGROUND

Location:	55 Chapel Street, Newton, Mass. 02160
Telephone:	(617) 969-7100
Funding Sponsor:	Education Development Center (EDC)
Staff:	Joanne Brady, Director Kirsten Hansen, Coordinator

Grant/Contract History: EDC is a nonprofit corporation specializing in educational studies. During the first two years of RAP there was an in-house association with Project ERIN, a BEH funded HCEEP project. RAP has the support of a loose confederation of BEH funded projects located primarily in the New England area. This year RAP is the recipient of a Region I contract to provide a liaison for the State of Connecticut, responsible for the development of state and local collaborative agreements with Head Start programs.

Funding Level: $128,950 (national average, $128, 691). RAP's overall budget is on a par with the national average; salary and travel line items fall below the national average. Allocations for overhead/fringe and "other" costs are somewhat higher.

Full-Time Equivalent Staff: 3.00 (national average 3.31). New England RAP has the fifth lowest FTE.

FTE Salary: $19,020 (national average $17,665). This is the sixth highest average FTE salary level.

REGIONAL SITUATION

States Served: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island -- 67,000 square miles, fourth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 1,693 (national average 2,791).

Number of Grantees: 71 (national average 72).

ACYF System for Delivery of Handicap Services: Region I supports no special grants or contracts for handicap T/TA. State Training Centers (STCs) provide the full range of services, including handicap T/TA on a limited basis. RAP works closely with STCs; each worked with RAP to plan the mainstreaming conferences.

Most Valuable Service Cited by Regional Office: General leadership in the area of services for handicapped children; RAP's ability to respond to the needs of grantees; ability to negotiate state and local agreements.

RAP OPERATIONS

Top Four Task Priorities:

Provide services/materials to Head Start programs
Conduct training conferences
Facilitate collaboration
Establish provider file

Bottom Two Priorities:

Maintain record keeping system
Assist with ACYF Annual Survey

Needs Assessment Process: Seventy-five percent of the assessments have been completed (national average 92 percent). Needs assessment information is formally gathered by mail. Data has not yet been analyzed to determine the greatest needs identified by grantees.

Training Conferences:

9 conferences.

456 teachers and 80 teacher aides were trained; this represents 56 percent of the teachers and 12 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

170 others were in attendance; total trained, 706.

66 grantees attended; this represents 93 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 98 percent Head Start staff compared to 96 percent nationally, and one percent non-Head Start, compared to two percent nationally.

Fifty percent of the Head Start attendees were teachers, 22 percent teacher aides, and 26 percent other staff. Nationally, composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 57 percent excellent, 40 percent good, 2 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 4.4 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 4.2 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 133 providers are catalogued in the file. (National average 431). Approximately 50 are used actively. RAP used third party providers primarily for conference presentations and as a resource to RAP and Head Start grantees.

Transaction Analysis:

Type	Percentage	National
Facilitation	6 %	3 %
Training	2	2
Technical Assistance	14	6
Information	15	26
Materials	63	63

Analysis of transactions reveals that RAP compares similarly with the national distribution on training and materials, and exceeds it for facilitation, and technical assistance, the latter being the highest among RAPs. RAP recorded 176 transactions; national average 242.

Provider: RAP is the provider in 94 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are ACYF (2%), resource provider (3%), and other RAPs (1%).

Requestor: 74 percent of the transactions identify Head Start requestors; 26 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (12%), other RAPs (3%), regional contractors (5%), ACYF-regional (2%), SEA/LEA (2%), and others (2%).

Geographic Distribution:

State	Percent
Massachusetts	45 %
Connecticut	9
Maine	19
New Hampshire	8
Rhode Island	5
Vermont	10
Other	4

Task Records: RAP records 71 task records; 56 nationally.

Advisory Committee: One meeting was held this year and a second was planned. New England RAP has the second largest Advisory Committee, with 24 members (compared to a national average of 15 members). All categories of representatives are included.

Collaboration: New England RAP received a sole source contract from ACYF Region I to hire a half-time person to facilitate SEA and LEA agreements in Connecticut. RAP enlisted the Massachusetts SEA to present her own project, "Mainstreaming Through the Media," and arranged to have the bibliography of materials printed through the Regional Office. Staff from Adaptive Environments, a BEH project, have been used as trainers at several conference sessions on the effects of classroom and home environments on behavior.

Task Force: New England RAP chaired the Computer task force. Special praise is given to the RAP for excellence in its leadership of this group.

Head Start Directors Meetings: A total of six meetings were attended in all states. One regional directors meeting was also attended.

Head Start Telephone Inquiries: 4.4 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.4 on a four-point scale, 3.1 nationally.

Problems are cited by 3 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 45 percent of the teachers and 21 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

66 percent of the respondents identify training as the most aluable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 1.8 (2.5 national index).

Average number of types of contacts 3.8 (3.9 national index).

Satisfaction 3.2 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

A Head Start director, a member of the RAP advisory committee, had actively recruited moderately and severely handicapped children and began to question the validity of the concept of mainstreaming. RAP staff observed the program and discussed with Head Start staff their administrative structure, job descriptions and roles of aides, the development and monitoring process for handicap plans. Two weeks later, RAP staff returned to provide training for the teaching staff on the philosophy of mainstreaming, training techniques, and the importance of peer group interaction. Head Start staff feel more confident of their capability to mainstream more severely handicapped children.

A Head Start enrolling a blind child for the second year questioned whether Head Start was the most suitable placement for the child. RAP arranged for a consultant from the Perkins School For the Blind to visit the Head Start program and meet the staff, parents and child. RAP later selected the parent as an advisory member which provided an opportunity for the patent to continue the relationship with the Perkins School.

In collaboration with the Massachusetts SEA, the SEA representative presented workshops at RAP conferences on "Mainstreaming through the Media," based on an SEA publication of the same name. RAP then convinced the Regional Office to reprint 500 copies of the material for distribution to Head Start programs.

THE NYU RAP

BACKGROUND

Location: School of Continuing Education,
3 Washington Square Village, Suite 1M
New York, New York 10012

Telephone: (212) 598-2144

Funding Sponsor: New York University

Staff: Judith Rothschild, Director
Dinah Heller, Coordinator
Amy Schuster, Research Specialist
Bob Daniels, Social Services Specialist
Michelle Rutman, Resource Specialist

Grant/Contract History: The NYU School of Continuing Education has been involved in Head Start programs for 16 years, including participation in National ACYF leadership development programs, training in early childhood education, and T/TA to grantees. The Regional Coordinator of Services to the Handicapped (RCSH) is contracted to NYU, as is the Specialist Service contract which provides T/TA to Region II grantees. NYU has not been a BEH contractor.

Funding Level: $144,916 (national average, $128,691). Salary and travel continue to remain below the national average due to the high overhead/fringe rate of 92.4 percent of salaries versus a national average of 58.1 percent. "Other" costs have risen to slightly above the national average.

Full-Time Equivalent Staff: 2.78 (national average, 3.31). NYU has the fourth lowest FTE.

FTE Salary: $19,958 (national average, $17,665). NYU has the third highest FTE salary.

REGIONAL SITUATION

States Served: New Jersey, New York, Puerto Rico, Virgin Islands -- 61,000 square miles, the third smallest geographic area served by RAPs, but reaching into the Caribbean Sea.

Estimated Number of Head Start Handicapped Children: 4,607 (national average, 2,791).

Number of Grantees: 80 (national average 72).

ACYF System for Delivery of Handicap Services: Five RTO's serve the region; these grants and contracts have an identified handicap objective, but no specific sums or person day allocations. A regional coordinator of services to the handicapped (RCSH), a full-time position funded under a region-wide T/TA contract, is contracted to NYU.

Most Valuable Service Cited by Regional Office: Ability to provide information, materials and referrals for Head Start grantees -- grantees think of RAP when a handicap problem comes up.

RAP OPERATIONS

Top Four Task Priorities:

- Conduct needs assessments
- Provide services/materials to Head Start programs
- Conduct training conferences
- Facilitate collaboration

Bottom Two Priorities:

- Maintain record keeping system
- Assist with ACYF Annual Survey

Needs Assessment Process: Eighty-five percent of the assessments have been completed (national average 92%). Needs of grantees are assessed informally by phone. Other sources for identifying needs are regional T/TA meetings, director's meetings, and CSH meetings. Greatest needs among Head Starts are for training on intercomponent integration, working with parents, working with public schools, and early diagnosis.

Training Conferences:

10 conferences.

658 teachers and 156 teacher aides were trained; this represents 34 percent of the teachers and 8 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

327 others were in attendance; total trained 1,141.

77 grantees attended; this represents 96 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 95 percent Head Start staff compared with 96 percent nationally and three percent non-Head Start, compared to two percent nationally.

62 percent of the Head Start attendees were teachers, 19 percent teacher aides, and 14 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution; 63 percent excellent, 33 percent good, 2 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 5.1 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 5.2 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 440 providers are catalogued in the file (national average 431). Approximately 25 are used actively. RAP used third party providers primarily for conference presentations, and organizations for materials and resources on obscure handicaps.

Transaction Analysis:

Type	Percentage	National
Facilitation	4 %	3 %
Training	2	2
Technical Assistance	13	6
Information	33	26
Materials	47	63

Analysis of transactions reveals that the NYU RAP workload compares similarly with the national distribution on facilitation and training and exceeds it on information, which is the second highest among RAPs. Materials distribution falls below the national average. RAP recorded 245 transactions; national average 242.

Provider: RAP is the provider in 96 percent of the transactions compared to 92 percent nationally. Other providers identified include ACYF (.5%), SEA/LEA (.5%), regional contractors (.5%), resource providers (2%), and other RAPs (.5%).

Requestor: 84 percent of the transactions identify Head Start requestors; 16 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (3%), SEA/LEA (4%), other RAPs (2%), ACYF-RO (2%), ACYF-DC (1%), and others (3%).

Geographic Distributions:

State	Percentage
New York	68 %
New Jersey	27
Other	4

Task Records: RAP records 59 task records; 56 nationally.

Advisory Committee: One Advisory Committee meeting was held this year and another was planned. NYU's Advisory Committee has 13 members (national average 15). All categories of representatives are included.

Collaboration: RAP and Head Start representatives met twice with New York's Assistant Commissioner for the Education of Children with Handicapping conditions to discuss interactions of Head Starts with SEA programs. They will meet quarterly and the Commissioner agreed to review other SEA/Head Start agreements. NYU represents Head Start services to handicapped children on the New York Interagency Council for Preschool Handicapped Children, and attended New York State hearings on services to young children.

Task Force: NYU has participated on two task forces; the computer task force and the CDA/curriculum task force, serving as the co-chairperson of the latter.

Head Start Directors Meetings: A total of five meetings were attended, covering both states.

Head Start Telephone Inquiries: 4.2 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.4 on a four-point scale, 3.1 nationally.

Problems are cited by 0 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 85 percent of the teachers and 28 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

40 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 4.0 (2.5 national index).

Average number of types of contacts 5.5 (3.9 national index).

Satisfaction 3.2 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Remembering seeing Krista at RAP training workshops, a Head Start program from Puerto Rico called RAP when one of its children required surgery in New York. RAP sent the film and some books on hospitals for the staff and parents to view as a preparation to surgery.

In the course of routine business with the Regional Office, RAP learned that the one ACYF program specialist had a dyslexic child and wanted a new evaluation. RAP provided three named specialists to evaluate the child.

During the three years that RAP has offered mainstreaming conferences there has been a dramatic increase in participation by Upstate New York grantees. The first year participation was limited; last year over 200 came; this year 320 participated. RAP attributes the rise in attendance to pre-planning procedures and annual changes in the content. Directors and teachers help determine the workshop topics.

REGION III RAP

BACKGROUND

Location: 3800 Reservoir Road, N.W.
Washington, D.C. 20007

Telephone: (202) 625-3639

Funding Sponsor: Georgetown University Child Development Center

Staff: Phyllis Magrab, Director
Virginia Williams, Associate Director
Stanley Pryor, Coordinator
Roxanne Kauffman, Assistant Coordinator
Diane Jacobstein, Information Specialist

Grant/Contract History: The Child Development Center is part of the Georgetown University Medical School, Department of Pediatrics. The Center has received funds to provide services to Head Start and Day Care programs for eight years. Special projects under federal and local auspices provide research, demonstration and training in areas of nutrition for functionally retarded children, language development, and others. This interdisciplinary center is a University Affiliated Facility (UAF) and uses its resources to encourage collaboration among agencies as well as to provide screening, diagnostic and treatment services to children and families.

Funding Level: $134,080 (national average $128,691). Salary and overhead and fringe budget line items are somewhat higher than the national average; "other" costs and travel fall below the national average.

Full-Time Equivalent Staff: 3.95 (national average 3.31). The Region III FTE ranks third.

FTE Salary: $16,241 (national average, $17,665). Salaries are below the national average, and lower than those at other major urban centers. FTE salary ranks tenth.

REGIONAL SITUATION

States Served: Delaware, Maryland, Pennsylvania, Virginia, Washington, D.C., and West Virginia - 123,000 square miles, ranking tenth in the country.

Estimated Number of Head Start Handicapped Children: 3,958 (national average 2,791).

Number of Grantees: 113 (national average 72).

ACYF System for Delivery of Handicap Services: Eight RTOs provide general T/TA services to which ten percent is earmarked for the handicap effort. Also a regionwide contractor provides handicap T/TA as one of five required tasks.

Most Valuable Service Cited by Regional Office: Mainstreaming conferences are appropriate and trainers are competent; RAP follows with materials and referrals.

RAP OPERATIONS

Top Four Priorities:

Conduct training conferences
Provide services/materials to Head Start programs
Conduct needs assessments
Facilitate collaboration

Bottom Two Priorities:

Establish and convene Advisory Committee
Assist with ACYF Annual Survey

Needs Assessment Process: Ninety-six percent of the assessments have been completed (national average 92%). Needs assessment information is gathered by the STOs and results are forwarded to the RAP. RAP follows up by telephone, as well as on-site at programs and at director's meetings. The greatest need identified by grantees is for advanced mainstreaming training.

Training Conferences:

13 conferences.

801 teachers and 300 teacher aides were trained; this represents 49 percent of the teachers and 21 percent of the teacher aides, in RAP's service area, compared to 32 and 16 percents nationally.

341 others were in attendance; total trained, 1,442.

97 grantees attended; this represents 86 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 99 percent Head Start, compared to 96 percent nationally, and less than one percent non-Head Start staff, compared to 2 percent nationally.

Fifty-five percent of the Head Start attendees were teachers, 15 percent teacher aides, and 28 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 45 percent excellent, 54 percent good, less than one percent fair, and 0 percent poor.

Participants gained knowledge in an average of 3.6 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 3.9 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 763 providers are catalogued in the file (national average 431). Approximately 51 are used actively. RAP used third party providers primarily for on-site inservice, T/TA, child specific problems, and to identify state resources.

Transaction Analysis:

Type	Percentage	National
Facilitation	1 %	3 %
Training	1	2
Technical Assistance	3	6
Information	16	26
Materials	79	63

Analysis of transactions reveals that the Region III workload generally compares similarly with national averages for facilitation and training, falls below the national averages for technical assistance and information, but is the second highest for materials distribution. RAP recorded 345 transactions; national average 242.

Provider: RAP is the provider in 96 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are regional contractors (1%), resource providers (2%), and others (1%).

Requestor: 62 percent of the transactions identify Head Start requestors; 38 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include SEA/LEA (2%), other RAPs (2%), regional contractors (2%), and others (32%).

Geographic Distribution:

State	Percent
Delaware	2 %
Pennsylvania	35
District of Columbia	21
West Virginia	6
Maryland	18
Virginia	14
Other	4

Task Records: RAP records 82 task records; 56 nationally.

Advisory Committee: Region III RAP convened one meeting this year and planned a second. The committee has ten members (compared to a national average of 15 members). All categories of representatives are included.

Collaboration: Region III RAP helped the District of Columbia write guidelines for their state implementation grant. The RAP sits on the D.C. Program Standards and Guidelines Subcommittee of the Interagency Preschool Consortium to develop a cost-effective service delivery system for preschool handicapped children. Following a meeting with the Virginia SEA, Region III developed the process and timelines needed to write an SEA/Head Start agreement; the SEA hopes to begin in the fall. RAP met with Intermediate Units (LEAs) in Pennsylvania to explain the services that Head Start provides to handicapped children, and subsequently mailed them relevant materials.

Task Force: Region III RAP participated on three task forces; speech, LEA, and CDA/curriculum.

Head Start Directors Meetings: Region III RAP has attended six director's meetings, covering all states in their service area. The District of Columbia does not have an association.

Head Start Telephone Inquiries: 3.0 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.3 on a four-point scale, 3.1 nationally.

Problems are cited by 3 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 33 percent of the teachers and 21 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

47 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.5 national index).

Average number of types of contacts 4.2 (3.9 national index).

Satisfaction 3.6 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP successfully matched a D.C. Head Start with the Howard University Speech and Hearing Clinic to identify and provide services to children with communicative disorders. RAP wrote a draft agreement to which all parties agreed. RAP then oriented personnel and students at the clinic to Head Start and its handicap efforts.

RAP invited two representatives from a Head Start program whose handicapped enrollment had jumped from 3 to 27 percent to come to an interdisciplinary team meeting at Georgetown University (GTU) Hospital. The Regional Office had challenged the figures and the program asked RAP for assistance. The team developed a special chart review procedure, confirmed that most of the children had adequate documentation to be diagnosed handicapped, and identified children who needed additional workups, developmental screenings, or services.

The whole staff of a Head Start program trying to meet the 10 percent enrollment requirement spent an inservice day at the Region III RAP. When five severely handicapped children enrolled in the program, RAP reviewed the charts, discussed them with staff at the GTU Hospital, and took RAP and GTU staff members on-site to provide a whole day of technical assistance to the staff and parents of the children. RAP followed up by sending written recommendations, materials, and names of resources.

CHAPEL HILL RAP

BACKGROUND

Location: Lincoln Center, Merritt Mill Road
Chapel Hill, North Carolina 27514

Telephone: (919) 967-8295

Funding Sponsor: Carboro School District

Staff: Anne Sanford, Director
Trish Mengel, Coordinator
Brenda Bowen, Associate Coordinator

Grant/Contract History: The Chapel Hill Training-Outreach Project is sponsored by a Local Education Agency (LEA). It is the recipient of numerous national and regional grants and contracts to provide services and materials for handicapped children. This is one of the original BEH sponsored HCEEP projects under the direction of Anne Sanford, who also directs RAP.

Funding Level: $137,337 (national average, $128,691). Overall budget is higher than the national average; ranking fourth. All line items are higher than or approximate national averages.

Full-Time Equivalent Staff: 3.55 (national average 3.31). Chapel Hill's FTE is slightly higher than the national average; ranking sixth.

FTE Salary: $16,695 (national average, $17,665). Salary level falls below the national average, and ranks ninth among RAPs.

REGIONAL SITUATION

States Served: Florida, Georgia, North Carolina, South Carolina -- 191,000 square miles, the seventh largest service area.

Estimated Number of Head Start Handicapped Children: 3,810 (national average 2,791).

Number of Grantees: 125 (national average 72).

ACYF System for Delivery of Handicap Services: Chapel Hill is contracted to the Regional Office to deliver support services to the handicap effort in all eight states of Region IV. Additionally, each state has a State Training Office, some with a full-time position for a handicap coordinator. Grantees are clustered into five or six; each group receives funding to support a Specially Funded Cluster Coordinator (SFC).

Most Valuable Service Cited by Regional Office: RAP offers ready source of expertise, materials, guidance and advice to grantees; RAP works closely with the Regional Office.

RAP OPERATIONS

Top Four Task Priorities:

Provide services/materials to Head Start programs
Conduct needs assessments
Conduct training conferences
Facilitate collaboration

Bottom Two Priorities:

Assist with ACYF Annual Survey
Maintain record keeping system

Needs Assessment Process: Eighty-seven percent of the assessments have been completed (national average 92%). Needs assessment information is gathered by the SFCs on-site with grantees and results are forwarded to RAP. A separate needs assessment exists for teachers. The greatest needs identified by grantees are for assistance with IEPs, behavior management, and specific handicapping conditions (emotional disturbance, mental retardation, speech and language, and learning disabilities).

Training Conferences:

8 conferences.

444 teachers and 155 teacher aides were trained; this represents 28 percent of the teachers and 11 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

172 others were in attendance; 771 total trained.

110 grantees attended; this represents 88 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 92 percent Head Start staff, compared to 96 percent nationally, and three percent non-Head Start staff, compared to two percent nationally.

36 percent of the Head Start attendees were teachers, 23 percent teacher aides, and 33 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 71 percent excellent, 26 percent good, 2 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 6.1 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 5.9 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: One thousand providers are catalogued in the file (national average 431). Approximately 80 are used actively. RAP used third party providers primarily for conference presentations and for recommendations on specific topics, such as child advocacy.

Transaction Analysis:

Type	Percentage	National
Facilitation	1 %	3 %
Training	1	2
Technical Assistance	4	6
Information	21	26
Materials	73	63

Analysis of transactions reveals that service delivery patterns are comparable to national averages, but substantially exceed the norm for distribution of materials. RAP recorded 407 transactions; national average 242.

Provider: RAP is the provider in 98 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are resource providers (2%).

Requestor: 73 percent of the transactions identify Head Start requestors; 27 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (6%), SEA/LEA (3%), other RAPs (6%), regional contractors (3%), ACYF-regional (3%), ACYF-DC (1%), and others (3%).

Geographic Distribution:

State	Percent
Florida	23 %
Georgia	14
North Carolina	30
South Carolina	6
Other	27

Task Records: RAP records 68 task records; 56 nationally.

Advisory Committee: RAP held two Advisory Committee meetings. The committee has 15 members (compared to a national average of 15 members). All categories of representatives are included except parents.

Collaboration: Chapel Hill facilitated an agreement between the North Carolina SEA and Head Start. The RAP produced a slide show on LEA collaboration. At a Regional Conference RAP organized a panel to explore strategies for SEAs to use to help LEAs collaborate with Head Start. Chapel Hill collaborated with the Office of Civil Rights to provide training on the implication of Section "504" Regulations for Head Start.

Task Force: Chapel Hill was a member of three task forces: computer, speech, and LEA.

Head Start Directors Meetings: Chapel Hill RAP has attended four director's meetings, covering each state in their service area, plus two regional directors meetings.

Head Start Telephone Inquiries: 4.0 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.5 on a four-point scale, 3.1 nationally.

Problems are cited by 3 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 29 percent of the teachers and 13 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

63 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.3 (2.5 national index).

Average number of types of contacts 4.5 (3.9 national index).

Satisfaction 3.9 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Chapel Hill RAP designed the initial training model for training on Section "504" regulations in their service area, identified objectives, selected materials, and located consultants. This process of heavy involvement in the beginning was designed to result ultimately in SFC's assumption of the responsibility.

RAP has developed a sound and mutually beneficial relationship with the Special Funded Coordinator (SFC) network in all four states. They regularly attend SFC meetings in each state. RAP also works cooperatively with the State Training Office in their part of the region.

RAP developed and then worked through a grassroots process to develop a collaborative agreement in North Carolina. They worked through the SFCs who reviewed each draft with grantees. Head Starts thereby had a hand in the final product.

THE NASHVILLE RAP

BACKGROUND

Location:
Peabody College of Vanderbilt University
Post Office Box 317
Nashville, Tennessee 37203

Telephone: (615) 322-8474

Funding Sponsor: The Urban Observatory of Metropolitan Nashville-University Center

Staff:
Patricia Lockett, Director
Jenice Nelson, Coordinator
Gillian Hadley, Trainer

Grant/Contract History: The Urban Observatory is part of a cooperative of universities within the City of Nashville. RAP is housed at Peabody College of Vanderbilt University this year. In past years RAP was part of the 1101 Group. During its first year, RAP was housed at the Bill Wilkerson Hearing and Speech Center. At present RAP has no association with a BEH project.

Funding Level: $108,948 ($128,691 national average). Salary allocation is the third lowest; overhead/fringe rate, 50.9 percent of salaries (58.1% national average), is below the average. Travel is comparable with the national average and "other" costs fall below.

Full-Time Equivalent Staff: 3.0 (3.31 national average). Nashville has the tenth smallest staff.

FTE Salary: $15,403 ($17,665 national average). This is the fourth lowest average FTE salary.

REGIONAL SITUATION

States Served: Alabama, Tennessee, Kentucky -- 132,000 square miles, sixth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3,343 (2,791 national average).

Number of Grantees: 88 (72 national average).

ACYF System for Delivery of Handicap Services: Region IV supports eight STOs, some with a position funded for a state handicap coordinator. A region-wide contractor, with exclusive responsibility for handicap services, is funded at Chapel Hill. Specially Funded Cluster Coordinators (SFCs) serve the handicap needs of about five grantees within the cluster.

Most Valuable Service Cited by Regional Office: RAP offers a ready source of expertise, materials, guidance, and advice to grantees.

RAP OPERATIONS

Top Four Priorities:

Conduct training conferences
Provide services/materials to Head Start programs
Conduct needs assessments
Maintain record keeping system

Bottom Two Priorities:

Attend RAP Director's meetings
Assist with ACYF Annual Survey

Needs Assessment Process: One hundred percent of the assessments have been completed (national average 92%). The instrument is administered by the SFCs and assesses needs of teachers only; results are forwarded to RAP. RAP follows up with periodic phone contacts. The greatest needs identified by Head Starts are in behavior management in a mainstreamed environment, observation skills, and classroom activities.

Training Conferences:

8 conferences.

306 teachers and 141 teacher aides were trained; this represents 12 percent of the teachers in RAP's service area, compared to 32 and 16 percents nationally.

170 others were in attendance; total trained 617.

73 grantees attended; this represents 83 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 94 percent Head Start staff compared to 96 percent nationally, and 4 percent others, compared to 2 percent nationally.

47 percent of the Head Start attendees were teachers, 12 percent teacher aides, and 34 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 52 percent excellent, 40 percent good, 6 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 3.9 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 4.2 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: Two hundred eleven providers are catalogued in the file (national average 431). Approximately 70 are used actively. RAP used third party providers primarily for T/TA in specialty areas.

Transaction Analysis:

Type	Percentage	National
Facilitation	8 %	3 %
Training	6	2
Technical Assistance	5	6
Information	31	26
Materials	50	63

Analysis of transactions reveals that the Nashville RAP's workload compares similarly with the national distribution for technical assistance, and exceeds it for training, information and facilitation, the latter being the highest among RAPs. Materials distribution falls below the national average. RAP recorded 88 transactions; national average 242.

Provider: RAP is the provider in 81 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are regional contractors (2%), ACYF (2%), resource providers (9%), other RAPs (2%), and others (2%).

Requestor: 66 percent of the transactions identify Head Start requestors; 34 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (7%), other RAPs (8%), and others (7%).

Geographic Distribution:

State	Percent
Tennessee	47 %
Alabama	19
Kentucky	16
Other	18

Task Records: RAP records 39 task records; 56 nationally.

Advisory Committee: Two meetings were convened this year. The committee has eight members, the smallest among RAPs (national average of 15 members). All categories of representatives are included.

Collaboration: Nashville RAP met with the Alabama SEA to discuss details of a possible collaborative agreement. The RAP has met twice with Specially Funded Coordinators, the Tennessee SEA and the LEAs to develop a local agreement for the transition of handicapped children into public schools, Child Find, and inservice training. RAP will mediate as the programs move into the final stages of collaborative agreements. Nashville brought EPSDT and SSI representatives to a routine SFC meeting in Tennessee to introduce key people to each other.

Task Force: Nashville RAP participate on three task forces: speech, computer, and PA26.

Head Start Directors Meetings: RAP has attended four director's meetings covering each of the states in their service area, plus three regional director's meetings.

Head Start Telephone Inquiries: 2.9 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 2.9 on a four-point scale, 3.1 nationally.

Problems are cited by 20 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 23 percent of the teachers and 13 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

67 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 1.0 (2.5 national index).

Average number of types of contacts 1.0 (3.9 national index).

Satisfaction 2.0 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Nashville offered every cluster in their service area two days of mainstreaming training, and upon request, split conferences into two separate days for the convenience of trainees. RAP found training to be most successful when they trained more than one grantee.

RAP is pleased with their growing relationship with the Tennessee SEA. Commitments to train SEA and LEA personnel along with Head Starts have potential for smoothing the way to Head Start/LEA agreements.

In response to requests for assistance in working with parents, RAP has conducted speech and language training for parents in Tennessee, and is participating in grantee parent meetings.

THE MISSISSIPPI RAP

BACKGROUND

Location: Friends of Children Head Start, 119 Mayes Street
Jackson, Mississippi 39213

Telephone: (601) 362-1541

Funding Sponsor: Chapel Hill Outreach Project, subcontracted to the Friends of Children Head Start

Staff: Anne Sanford, Director
Valerie Campbell, Coordinator
Carolyn Cagnolatti, Assistant Coordinator

Grant/Contract History: This RAP began operations one year later than most of the network. It is the only RAP housed within a Head Start grantee. It is subcontracted to the Chapel Hill Outreach project and both RAPs are directed by Anne Sanford.

Funding Level: $117,054 (national average $128,691). RAP has the third lowest total budget. The salary line item is slightly higher than the national average, but all other categories fall below the national average, including travel, "other" costs, and overhead and fringe.

Full-Time Equivalent Staff: 3.85 (national average 3.31). Mississippi RAP has the fourth highest FTE.

FTE Salary: $15,056 (national average, $17,665). The FTE salary is the third lowest among all RAPs.

REGIONAL SITUATION

State Served: Mississippi -- 48,000 square miles, the Mississippi RAP has the second smallest geographic area to cover with the highest density of Head Start children.

Estimated Number of Head Start Handicapped Children: 3,350 (national average 2,791).

Number of Grantees: 24 (national average 72).

ACYF System for Delivery of Handicap Services: Region IV has a region-wide contractor, Chapel Hill Outreach Project, with responsibilities exclusively for handicap services. Each state has a State Training Office, some with full-time positions for handicap coordinators. Five or six grantees are clustered; each group receives funding for a Specially Funded Cluster Coordinator (SFC) to provide support exclusively for the handicap effort.

Most Valuable Service Cited by Regional Office: RAP offers a ready source of expertise, materials, guidance, and advice to grantees; RAP works closely with the Regional Office.

RAP OPERATIONS

Top Four Task Priorities:

Provide services/materials to Head Start programs
Conduct needs assessments
Conduct training conferences
Facilitate collaboration

Bottom Two Priorities:

Maintain record keeping system
Assist with ACYF Annual Survey

Needs Assessment Process: One hundred percent of the assessments have been completed (national average 92%). RAP uses the regional system of SFCs to assist with the assessment process. The information is collected on-site then compiled by the SFCs and returned to RAP. A separate needs assessment exists for teachers. The greatest needs expressed by Head Starts are for IEPs, confidentiality, LEA relations, roles of components, and the record keeping system.

Training Conferences:

6 conferences.

212 teachers and 175 teacher aides were trained; this represents 15 percent of the teachers and 12 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

100 others were in attendance; total trained, 487.

23 grantees attended; this represents 96 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 100 percent Head Start staff compared to 96 percent nationally and 0 percent non-Head Start, compared to 2 percent nationally.

39 percent of the Head Start attendees were teachers, 40 percent teacher aides, and 20 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 64 percent excellent, 35 percent good, one percent fair, and 0 percent poor.

Participants gained knowledge in an average of 6.8 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 7.5 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: Three hundred eight providers are catalogued in the file (national average 431). Approximately 35 are used actively. RAP used third party providers primarily for conference presentations, onsite T/TA, and as sources of special services.

Transaction Analysis:

Type	Percentage	National
Facilitation	8 %	3 %
Training	2	2
Technical Assistance	9	6
Information	19	26
Materials	62	63

Analysis of transactions reveals that RAP compares to the national average in all categories except facilitation, which is the highest among RAPs. RAP recorded 250 transactions; national average 242.

Provider: RAP is the provider in 94 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are resource providers (3%), other RAPs (1%), and others (2%).

Requestor: 74 percent of the transactions identify Head Start requestors; 26 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (7%), SEA/LEA (2%), other RAPs (5%), regional contractors (2%), ACYF-regional (2%), and others (8%).

Geographic Distributions:

State	Percent
Mississippi	92 %
Other	8

Task Records: RAP records 75 task records; 56 nationally.

Advisory Committee: Two Advisory Committee meetings were held this year, and a third was planned. The committee has 15 members (compared to the national average of 15 members). All categories of membership are represented.

Collaboration: A Mississippi RAP Advisory Committee meeting stimulated the formation of a Task Force on collaboration, and drafted a preliminary agreement; RAP plans to follow through. The RAP serves on the state PL 94-142 Advisory Board which keeps staff informed of legislation and litigation. RAP met with a Head Start and its corresponding LEA to talk about sharing staff, a physical therapist, records, resources, and possibly transportation. Mississippi RAP collaborated with the Office of Civil Rights on the implications of Section "504" regulations for Head Start.

Task Force: Mississippi RAP participated on two task forces: LEA (RAP served as chairperson), and CDA/curriculum.

Head Start Directors Meetings: RAP attended two director's meetings in Mississippi.

Head Start Telephone Inquiries: 5.4 average number of types of contacts compared to 3.8 nationally.

Satisfaction measures 3.5 on a four-point scale, 3.1 nationally.

Problems are cited by 12 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 37 percent of the teachers and 31 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

71 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 2.0 (2.5 national index).

Average number of types of contacts 8.0 (3.9 national index).

Satisfaction 3.0 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP cites its needs assessment process as an example of collaborative work with Head Starts and resource providers. All sources are involved in the design of the instrument and results are shared among Head Starts, SEAs, Developmental Disabilities, BEH projects, UAPs, and the STO.

RAP and a representative from the Governor's Office presented training on "504" Regulations. The Regional Office of Civil Rights helped organize the sessions. At the workshops RAP showed the slide tape on "504" developed by Chapel Hill, reviewed "504" Regulations and the Head Start self-assessment form measuring compliance, and distributed the ACYF Transmittal Notice. As a follow-up, RAP made similar presentations at Head Start Directors meetings for those who had not attended.

At the week-long Head Start Association Conference in Mississippi, RAP staff presented six workshops including "Involving Parents in the IEP Process", "Educational Assessment - what to do with children who reach the top", "Shaping Positive Attitudes and Behaviors toward Disabled Persons."

THE UNIVERSITY OF ILLINOIS RAP

BACKGROUND

Location:	403 East Healey, Champaign, Illinois 61820
Telephone:	(217) 333-3876
Funding Sponsor:	University of Illinois
Staff:	Merle B. Karnes, Director Carol Kretchmer, Coordinator Vicki Stoecklin, Education Specialist Debbie Herron, Education Specialist

Grant/Contract History: RAP is sponsored by the University of Illinois Institute for Child Development and Behavior. It is housed along with other institute projects at the Colonel Wolfe Preschool which serves exceptional children. Dr. Karnes brings to the RAP project years of outstanding, professional experience. PEECH is one of the original HCEEP projects and is now a validated model. RAP has access to all of the university's BEH project materials and staff for purposes of consultation.

Funding Level: $119,473 (national average $128,691). The salary line item is higher than the national norm; travel, slightly below and other costs comparable to the means. Overhead/fringe rate at 31.0 percent of salaries is the second lowest relative to the national average of 58.1 percent.

Full-Time Equivalent Staff: 4.75 (3.31 national average), the second highest FTE staff of all projects.

FTE Salary: $12,450 ($17,665 national average). This is the lowest level of all projects.

REGIONAL SITUATION

States Served: Illinois, Indiana, Ohio -- 132,000 square miles, the sixth smallest geographic area.

Estimated Number of Head Start Handicapped Children: 4,994 (2,791 national average).

Number of Grantees: 117 (72 national average).

ACYF System for Delivery of Handicap Services: Six state advocates are funded to facilitate the cooperation between Head Start and SEAs. Project TEACH at the Portage Project provides region-wide intensive handicap training.

Most Valuable Service Cited by Regional Office: Mainstreaming conferences; general availability to grantees; liaison between Department of Education and grantees.

RAP OPERATIONS

Top Four Task Priorities:

Provide services/materials to Head Start programs
Conduct training conferences
Conduct needs assessments
Facilitate collaboration

Bottom Two Priorities:

Participate on RAP task forces
Assist with ACYF Annual Survey

Needs Assessment Process: Thirty-three percent of the assessments have been completed (national average 92%). RAP uses a regional needs assessment form which is mailed to grantees and returned directly to RAP. Follow-up phone calls are made to each grantee. The greatest needs expressed by Head Starts are administration of the handicap component (especially use of PA26 funds), IEPs, categorical diagnosis, and working with parents.

Training Conferences:

5 conferences.

486 teachers and 527 teacher aides were trained; this represents 26 percent of the teachers and 32 percent of teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

339 others were in attendance; total trained 1,352.

68 grantees attended; this represents 58 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 98 percent Head Start staff compared to 96 percent nationally and 2 percent others compared to 2 percent nationally.

37 percent of the Head Start attendees were teachers, 15 percent teachers aides, and 47 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 30 percent excellent, 54 percent good, 10 percent fair, and 3 percent poor.

Participants gained knowledge in an average of 3.5 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 3.7 new practices after the RAP conference, compared to 4.6 nationally.

Use or Providers: 534 providers are catalogued in the file (national average 431). Approximately 93 are used actively. RAP used third party providers primarily for T/TA in areas RAP is not qualified in, when time and logistics more favorably suggested use of third party providers, and occasionally for specialized materials.

Transaction Analysis:

Type	Percentage	National
Facilitation	1 %	3 %
Training	4	2
Technical Assistance	2	6
Information	11	26
Materials	82	63

Analysis of transactions reveals that facilitation, training and technical assistance are comparable to the national average, information is lower, and materials distribution is the highest among RAPs. RAP recorded 356 transactions; national average 242.

Provider: RAP is the provider in 95 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are resource providers (4%).

Requestor: 79 percent of the transactions identify Head Start requestors; 21 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (12%), SEA/LEA (3%), other RAPs (2%), regional contractors (3%), and others (1%).

Geographic Distribution:

State	Percent
Ohio	48 %
Illinois	30
Indiana	19
Other	3

Task Records: RAP records 26 task records; 56 nationally.

Advisory Committee: One meeting was held and a second was planned. The committee is composed of 11 members (compared to a national average of 15 members). All categories of representatives are included.

Collaboration: The University of Illinois RAP reviewed drafts of memorandums of agreement facilitated by State Handicap Advocates in Illinois and Ohio. SEAs in Ohio, Illinois and Indiana were invited to training on LEA/Head Start collaboration at University of Illinois RAP conferences. SEAs answered questions and brought materials to distribute. The RAP, the Ohio Developmental Disabilities Planning Council, Westinghouse, and the Advocate have worked together to identify gaps in services for developmentally disabled children.

Task Force: University of Illinois RAP participated on one task force: speech.

Head Start Directors Meetings: RAP has attended five meetings, covering all of the states in RAPs service area, plus one regional director's meeting.

Head Start Telephone Inquiries: 3.6 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.4 on a four-point scale, 3.1 nationally.

Problems are cited by 3 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 39 percent of the teachers and 38 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

43 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.5 national index).

Average number of types of contacts 5.7 (3.9 national index).

Satisfaction 4.0 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP continues to identify appropriate material for ELI, and now has 854 entries. Staff designed a tracking system to determine whether materials are applicable to Head Start and excludes those which are not.

RAP identified Ohio Special Education Regional Resource Centers (SERRCs) and Head Starts for each other by sending each lists of names, addresses, and phone numbers. Programs can now draw from others' resources.

RAP has made efforts to work more closely with SEAs in their service area. At the SEAs' request they have studied state regulations so that they may more easily interpret them to Head Starts and understand the issues which may surface. RAP invited SEAs to participate in RAP workshops.

THE PORTAGE RAP

BACKGROUND

Location: 626 E. Slifer Street, Post Office Box 564,
Portage, Wisconsin 53901

Telephone: (608) 742-8811

Funding Sponsor: CESA 12

Staff: David Shearer, Director
Mary Egan, Resource Specialist
Anne Richards, Resource Specialist
Linda Loftin, Resource Specialist

Grant/Contract History: The Portage Project is part of a CESA agency, one of several agencies authorized by the state of Wisconsin to handle grants and contracts and provide data processing, psychologists, joint purchasing services and other facilities while they promote cooperative shared ventures for schools and other educational agencies. The Portage Project is a validated HCEEP model for home-based services for handicapped children. The Portage Project has two grants from ACYF which support the Home Start Training Center (HSTC) and TEACH, which offers intensive training on recruitment, screening, assessment, diagnosis and the IEP process to selected grantees in Region V.

Funding Level: $129,830 ($128,691 national average). Salary, travel and other cost line items are higher or comparable with national averages. The overhead/fringe rate is the lowest, 22 percent versus 58.1 percent nationally.

Full-Time Equivalent Staff: 4.95 (3.31 natoinal average). FTE is highest among all RAPs.

FTE Salary: $13,263 ($17,665 national average). FTE salary is the second lowest.

REGIONAL SITUATION

States Served: Michigan, Minnesota, Wisconsin -- 190,000 square miles, the seventh smallest geographic area.

Estimated Number of Head Start Handicapped Children: 3,031 (2,791 national average).

Number of Grantees: 87 (72 national average).

ACYF System for Delivery of Handicap Services: The ACYF Region V funds six State Advocates to facilitate the cooperation between Head Start and State Education Agencies to improve special education services to Head Start handicapped children. The region also contracts to Portage Project for intensive handicap training under project TEACH.

Most Valuable Service Cited by Regional Office: Mainstreaming conferences; general availability to grantees; a support to local Handicap coordinators.

RAP OPERATIONS

Top Four Task Priorities:

Conduct needs assessments
Provide services/materials to Head Start programs
Conduct training conferences
Facilitate collaboration

Bottom Two Priorities:

Establish and convene Advisory Committee
Assist with ACYF Annual Survey

Needs Assessment Process: Ninety-one percent of the assessments have been completed (national average 92%). RAP uses a form developed for regional use which is mailed directly to handicap coordinators. They are returned to RAP and follow-up phone calls are made to each grantee. The greatest needs identified by Head Starts are IEPs, coordination of component areas, and interagency coordination.

Training Conferences:

9 conferences.

424 teachers and 145 teacher aides were trained; this represents 35 percent of the teachers and 12 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

269 others were in attendance; total trained, 838.

79 grantees attended; this represents 91 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 96 percent Head Start compared to 96 percent nationally and two percent others, compared to two percent nationally.

55 percent of the Head Start attendees were teachers, 20 percent teachers aides, and 22 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution; 55 percent excellent, 43 percent good, 2 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 5.2 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 4.6 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 400 providers are catalogued in the file (national average 431). Approximately 60 are used actively. RAP used third party providers primarily for T/TA and specialized information.

Transaction Analysis:

Type	Percentage	National
Facilitation	2 %	3 %
Training	5	2
Technical Assistance	6	6
Information	23	26
Materials	64	63

Analysis of transactions reveals that all categories compare to the national average except training, which is slightly higher. RAP recorded 365 transactions; national average 242.

Provider: RAP is the provider in 83 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are ACYF (1%), other RAPs (1%), regional contractors, (4%), resource providers (10%), and others (1%).

Requestor: 74 percent of the transactions identify Head Start requestors; 26 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (5%), SEA/LEA (8%), other RAPs (3%), regional contractors (3%), ACYF-regional (1%), and others (5%).

Geographic Distributions:

State	Percent
Michigan	35 %
Wisconsin	29
Minnesota	30
Other	6

Task Records: RAP records 43 task records; 56 nationally.

Advisory Committee: One meeting was held this year and a second planned. The committee is composed of 13 members (compared to the national average of 15 members). All categories of representatives are included.

Collaboration: Portage RAP facilitated the State Handicap Advocate's successful efforts to finalize and SEA/Head Start collaborative agreement in Wisconsin. RAP, the Minnesota SEA and Advocate wrote general procedures for implementing the Minnesota SEA/Head Start agreement. At regular meetings with handicap coordinators, RAP outlined ways to approach LEAs, gave advice on the appropriateness of formal or informal agreements and distributed copies of available agreements. Portage negotiated a collaborative agreement between ACYF and SSI/Disabled Children's Program in Michigan.

Task Force: Portage participated on two task forces: computer and LEA.

Head Start Directors Meetings: RAP has attended six meetings covering each of the states in their service area, plus one regional director's meeting.

Head Start Telephone Inquiries: 4.1 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.7 on a four-point scale, 3.1 nationally.

Problems are cited by 0 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 30 percent of the teachers and 12 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

53 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.3 (2.5 national index).

Average number of types of contacts 3.7 (3.9 national index).

Satisfaction 4.0 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

When a handicap coordinator in Michigan asked for help for a family with a legally blind mother and two visually impaired children, RAP sent curriculum materials from a program based on the Portage model, linked them with T/TA resources, sent information about a book written by the mother of a visually impaired child, suggested they write a Closer Look, and invited them to mainstreaming training on visual impairments.

RAP facilitated the evolution of handicap coordinators in three states into strong working networks. Coordinators have clustered within each state to be supportive of each other between network meetings. As a result, handicap coordinators have become increasingly clear about their roles and responsibilities, and have new self images as trainers.

RAP has continued the process of implementing the SEA/Head Start agreement in Minnesota despite the loss of a RAP staff member and the Minnesota Advocate. The agreement was reviewed this year, and general procedures were agreed upon. RAP and the SEA are planning a series of cosponsored workshops throughout the state to train Head Starts and LEAs how to implement the agreement.

TEXAS TECH RAP

BACKGROUND

Location:	Texas Tech University Institute for Child and Family Studies PO Box 4170, Lubbock, Texas 79409
Telephone:	(806) 742-3104
Funding Sponsor:	Texas Tech University
Staff:	Mary Tom Riley, Director Evelyn Klesel, Technical Coordinator Margaret Luerra, Training Coordinator

Grant/Contract History: Texas Tech is an established provider of services to Head Start and to handicapped children. Dr. Riley directs six grants and contracts funded by national and regional sources. Project LINK 1, an HCEEP project, is a home-based model for handicapped children 0-3 years; LINK 2, cooperatively sponsored by ACYF and BEH, adapts the curriculum for a Head Start consortia in Texas; the Regional Office also funds the West Texas Regional Training Office and LATON, a training program for parents of handicapped children, and finally, there is a child abuse and neglect contract.

Funding Level: $119, 784 (national average $129,691). Overall budget falls below the national average and ranks ninth. The salary line item is the fourth lowest among RAPs. Overhead and fringe are considerably lower than the average and rank thirteenth, travel and other costs are higher.

Full-Time Equivalent Staff: 3.25 (national average 3.31). FTE falls in the lowest quarter of RAP FTE's, ranking twelfth.

FTE Salary: $16, 000 (national average, $17,665). Salaries at the Texas Tech RAP are the fifth lowest among RAPs.

REGIONAL SITUATION

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas -- 561,000 square miles, the third largest land area among RAP service areas.

Estimated Number of Head Start Handicapped Children: 4,956 (national average 2,791).

Number of Grantees: 148 (national average 72).

ACYF System for Delivery of Handicap Services: Region VI funds eight RTOs which provide on-site TA in the handicap area, but no training. Each state has one handicap Resource Development Coordinator to identify resources for handicapped children and pass along the information to Head Start programs. LATON, developed by Texas Tech, offers training to parents of handicapped children on a region-wide basis. Thirty-two consortia are funded to maximize the use of resources for member Head Start grantees in each cluster.

Most Valuable Service Cited by Regional Office: Mainstreaming conferences.

RAP OPERATIONS

Top Four Task Priorities:

Provide services/materials to Head Start programs
Conduct needs assessments
Conduct training conferences
Maintain record keeping system

Bottom Two Priorities:

Participate on RAP task forces
Assist with ACYF Annual Survey

Needs Assessment Process: Eighty-six percent of the assessments have been completed (national average 92%). RAP conducts a telephone survey to gather assessment information and supplements this at consortium meetings, workshops and on-site at programs. The greatest needs expressed by Head Starts are screening, assessment, and information on specific handicapping conditions.

Training Conferences:

14 conferences.

471 teachers and 200 teacher aides were trained; this represents 26 percent of the teachers and 11 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

372 others were in attendance; total trained, 1,043.

77 grantees attended; this represents 52 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 99 percent Head Start staff, compared to 96 percent nationally, and 1 percent non-Head Start staff compared to 2 percent nationally.

56 percent of the Head Start attendees were teachers, 13 percent teacher aides, and 29 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 67 percent excellent, 31 percent good, one percent fair, and 0 percent poor.

Participants gained knowledge in an average of 6.0 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 6.2 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 1,214 providers are catalogued in the file (national average 431). Approximately 86 are used actively. RAP used third party providers primarily for training on specific handicapping conditions that RAP is not qualified for, and when RAP is not available.

Transaction Analysis:

Type	Percentage	Nationally
Facilitation	- %	3 %
Training	12	2
Technical Assistance	2	6
Information	17	26
Materials	69	63

Analysis of transactions reveals that RAP has the highest percentage of training, no incidences of facilitation and is comparable to the national average for materials distribution. Technical assistance and information fall below the national averages. RAP recorded 83 transactions; national average 242.

Provider: RAP is the provider in 86 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are resource providers (14%).

Requestor: 88 percent of the transactions identify Head Start requestors; 12 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (2%), other RAPs (6%), ACYF-regional (1%), and others (2%).

Geographic Distribution:

State	Percent
Arkansas	5 %
Louisiana	6
New Mexico	20
Oklahoma	17
Texas	41
Other	11

Task Records: RAP records 62 task records; 56 nationally.

Advisory Committee: Texas Tech RAP held two advisory committee meetings. The committee consists of 19 members (compared to the national average of 15 members). All categories of membership are represented.

Collaboration: Texas Tech RAP advised the Head Start Director's Association to submit a proposal to the New Mexico SEA asking to use excess funds earmarked for special education for Head Start handicap services. The RAP has offered technical assistance to Head Starts interested in forming LEA/Head Start agreements.

Task Force: Texas Tech served on three task forces: CDA/curriculum (served as co-chairperson), speech, and PA26.

Head Start Directors Meetings: Texas Tech RAP attended seven director's meetings, covering all states in their service area except Oklahoma, plus one regional director's meeting.

Head Start Telephone Inquiries: 2.8 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.3 on a four-point scale, 3.1 nationally.

Problems are cited by 0 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 30 percent of the teachers and 11 percent of the teacher aides, among the sampled grantees, compared to 37 and 24 percents nationally.

57 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 1.8 (2.5 national index).

Average number of types of contacts 2.6 (3.9 national index).

Satisfaction 3.3 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP tracks the needs of a Head Start program which enrolls 186 children, 50 of whom are diagnosed as emotionally disturbed. A program profile is updated periodically, and as needs arise RAP provides on-site TA in program management. RAP has arranged for a specialist to provide diagnostic services and follow-up TA.

RAP has assisted a parent who sits on RAP's advisory committee become less reticent and more verbal by encouraging her and reinforcing her input at meetings. She is now more active at the local level and has become a member of the state parent's association.

RAP trains each new State Handicap Resource Project Coordinator on Head Start philosophy, policies, and regulations, and periodically updates the training. Four persons have been trained this year; two more are scheduled to receive training.

THE REGION VII RAP

BACKGROUND

Location: Children's Rehabilitation Unit, University of Kansas Medical Center
39th & Rainbow Boulevard, Kansas City, Kansas 66103

Telephone: (913) 588-5961

Funding Sponsor: The University of Kansas

Staff: Earl Butterfield, Director
Glen Ridnour, Associate Director
Marilyn Shankland, Coordinator
Anne Adderton, Coordinator

Grant/Contract History: RAP is sponsored by the University of Kansas Medical Center. The University has been the recipient of various BEH funded projects and was formerly funded by Region VII ACYF for statewide training for the handicapped effort.

Funding Level: $125,918 (national average $128,691). Staff salaries and travel are above the national averages and "other" costs and overhead/fringe fall below national averages.

Full-Time Equivalent Staff: 3.75 (national average, 3.31). RAP has the fifth highest FTE.

FTE Salary: $16,895 (national average $17,665). RAP falls below the national average, with the eighth lowest FTE salary.

REGIONAL SITUATION

States Served: Iowa, Kansas Missouri, Nebraska -- 285,000 square miles, the fifth largest geographic service area.

Estimated Number of Head Start Handicapped Children: 2,364 (national average 2,791).

Number of Grantees: 67 (national average 72).

ACYF System for Delivery of Handicap Services: Region VII has a full-time Regional Handicap Coordinator under a contract for general Head Start T/TA services.

Most Valuable Service Cited by Regional Office: Single source of materials, information, and support for Head Start programs provides consistency regionwide; meetings for handicap Coordinators; negotiation of SEA agreements.

RAP OPERATIONS

Top Four Task Priorities:

- Provide services/materials to Head Start programs
- Conduct training conferences
- Conduct needs assessments
- Attend Head Start director's meetings

Bottom Two Priorities:

- Facilitate collaboration
- Assist with ACYF Annual Survey

Needs Assessment Process: Ninety-five percent of the assessments have been completed (national average 92%). RAP gathers assessment information by telephone, preceded by a letter indicating RAP will call for the specific information. The greatest needs identified by Head Starts are IEPs, emotional disturbance, and learning disabilities.

Training Conferences:

23 conferences.

180 teachers and 147 teacher aides were trained; this represents 28 percent of the teachers and 41 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

297 others were in attendance; total trained, 624.

62 grantees attended; this represents 93 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 95 percent Head Start staff compared to 96 percent nationally and 0 percent non-Head Start, compared to 2 percent nationally.

52 percent of the Head Start attendees were teachers, 19 percent teacher aides, and 24 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 54 percent excellent, 38 percent good, 3 percent fair, and 1 percent poor.

Participants gained knowledge in an average of 4.1 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 5.1 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 619 providers are catalogued in the file (national average 431). Approximately 12 are used actively. RAP used third party providers primarily as sources for materials for RAP conferences, occasionally for conference presentations, and on a limited basis for on-site consultations.

Transaction Analysis:

Type	Percentage	National
Facilitation	1 %	3 %
Training	-	2
Technical Assistance	4	6
Information	27	26
Materials	68	63

Analysis of transactions reveals that all categories are comparable to the national averages except for the lack of training incidences. RAP recorded 260 transactions; national average 242.

Provider: RAP is the provider in 93 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are ACYF (2%), regional contractors (1%), resource providers (1%), other RAPs (2%), and others (1%).

Requestor: 56 percent of the transactions identify Head Start requestors; 44 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (12%), SEA/LEA (6%), other RAPs (4%), regional contractors (3%), ACYF-regional (3%), and others (15%).

Geographic Distribution:

State	Percent
Kansas	23 %
Missouri	19
Iowa	14
Nebraska	23
Other	20

Task Records: RAP records 44 task records; 56 nationally.

Advisory Committee: RAP convened two advisory committee meetings. The committee is composed of 12 members (compared to the national average of 15 members). All categories of membership are represented.

Collaboration: Region VII facilitated an agreement between the Nebraska SEA and ACYF. In Kansas the RAP continues to sit on the State Interagency Coordination Committee. RAP has been asked to serve on the Planning Committee for the Missouri SEA's Conference on Early Years. In the face of a possible recession of state handicap laws in Iowa, RAP discussed how it could be of help to the SEA and LEAs with preschool handicap consultants.

Task Force: Region VII RAP participated on one task force: computer.

Head Start Directors Meetings: RAP attended a total of 13 director's meetings, convering each of its states, plus one regional director's meetings.

Head Start Telephone Inquiries: 4.1 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.3 on a four-point scale, 3.1 nationally.

Problems are cited by 0 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 37 percent of the teachers and 38 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

53 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 2.0 (2.5 national index).

Average number of types of contacts 4.0 (3.9 national index).

Satisfaction 3.4 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Throughout the development and finalization of the SEA agreement in Nebraska, RAP involved Head Start directors.

For the first time, RAP brought together all handicap coordinators from Kansas City grantees and delegates. Three additional meetings followed and subsequently a new approach for delivering T/TA to these programs; RAP will treat the seven programs as one cluster assigning a staff person to serve it, and share preservice and inservice training resources.

RAP has hosted a series of handicap coordinators meetings in all four states.

THE UNIVERSITY OF DENVER RAP

BACKGROUND

Location: Denver Research Institute-SSRE
University of Denver
Denver, Colorado 80208

Telephone: (303) 753-3484

Funding Sponsor: University of Denver

Staff: Phil Fox, Director
Jane Amundson, Coordinator

Grant/Contract History: RAP is sponsored by the Denver Research Institute, Social Systems Research and Evaluation (SSRE) Division, University of Denver. SSRE conducts basic and applied research in the social sciences. Projects funded from federal and local sources treat issues in human services, evaluation, education and industrial technology, communications, and computerized information. SSRE has no association with BEH projects. University of Denver sponsored RAP for the first time in the 1980-81 program year.

Funding Level: $119,000 ($128,691 national average). Overall funding falls below the average; the salary line item is the second lowest, caused by the highest overhead rate of 117.9 percent compared to 58.1 percent nationally. Fringe and travel costs are among the highest and "other" costs rank lowest.

Full-Time Equivalent Staff: 1.95 (national average 3.31). This is the second lowest FTE.

REGIONAL SITUATION

States Served: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming -- 574,000 square miles; second largest geographic area.

Estimated Number of Head Start Handicapped Children: 1,161 (2,791 national average).

Number of Grantees: 62 (72 national average).

ACYF System for Delivery of Handicap Services: A region-wide general T/TA contractor with handicap responsibilities is funded by ACYF Region VIII.

Most Valuable Service Cited by Regional Office: Mainstreaming conferences and on-site T/TA individualized to grantees' needs.

RAP OPERATIONS

Top Four Priorities:

Provide materials/services to Head Start programs
Conduct training conferences
Conduct needs assessments
Attend Head Start director's meetings

Bottom Two Priorities:

Participate on RAP task forces
Assist with ACYF Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 92%). RAP used the results of the needs assessments conducted last spring by the former RAP contractor, then telephoned each grantee to update the information. This year color coded forms were mailed out to each teacher, handicap coordinator and director to assess needs for the coming year. The greatest needs expressed by Head Starts are IEPs, working with parents, selection and use of screening and assessment tools, and specific handicapping conditions (social/emotional, learning disabilities, and speech and language).

Training Conferences:

13 conferences.

160 teachers and 98 teacher aides were trained; this represents 34 percent of the teachers and 24 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

185 others were in attendance; total trained, 443.

48 grantees attended; this represents 77 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 96 percent Head Start staff, compared to 96 percent nationally, and 2 percent others compared to 2 percent nationally.

49 percent of the Head Start attendees were teachers, 19 percent teacher aides, and 28 percent other staff. Nationally, composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 54 percent excellent, 42 percent good, 2 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 4.1 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 4.3 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 126 providers are catalogued in the file (national average 431). Approximately 35 are used actively. RAP used third party providers primarily for conference presentations, and for specific expertise in handicapping conditions in which RAP is not qualified.

Transaction Analysis:

Type	Percentage	National
Facilitation	3 %	3 %
Training	6	2
Technical Assistance	4	6
Information	23	26
Materials	64	63

Analysis of transactions reveals that the workload compares similarly with the national distribution of transactions with training being slightly higher. RAP recorded 130 transactions; national average 242.

Provider: RAP is the provider in 87 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are other RAPs (3%), resource providers (8%), and others (2%).

Requestor: 85 percent of the transactions identify Head Start requestors; 15 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (6%), SEA/LEA (4%), other RAPs (2%), ACYF-regional (2%), and others (1%).

Geographic Distribution:

State	Percent
Colorado	52 %
Montana	8
Wyoming	8
South Dakota	17
Utah	6
North Dakota	6
Other	2

Task Records: RAP records 43 task records; 56 nationally.

Advisory Committee: One meeting was held and a second is tentatively planned. The committee is composed of 26 members (compared to the national average of 15 members), the largest among RAPs. All categories of membership are represented.

Collaboration: University of Denver RAP negotiated an agreement between ACYF and the Colorado Department of Health (SSI/DCP) to plan for the delivery of comprehensive medical, developmental, rehabilitative, special education and social services to eligible children under 16. At an upcoming conference the RAP has planned a "How to Develop a Local Agreement" session by a Head Start director who has finalized such an agreement.

Task Force: University of Denver RAP participated on one task force: computer.

Head Start Directors Meetings: RAP staff have attended four meetings covering all states except Montana.

Head Start Telephone Inquiries: 2.9 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.2 on a four-point scale, 3.1 nationally.

Problems are cited by 0 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 19 percent of the teachers and 13 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

43 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 2.5 (2.5 national index).

Average number of types of contacts 3.3 (3.9 national index).

Satisfaction 3.8 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Over the year, a reciprocal relationship has grown between RAP and a Head Start program that previously had not used RAP because it had excellent local resources. Beginning with a simple request for a copy of the performance standards, the Head Start program now routinely seeks technical assistance and materials from RAP. The grantee endorsed RAP with letter of support and is a member of the advisory committee.

RAP individualized the delivery of mainstreaming training to accommodate the needs and financial resources of grantees. State-wide conferences were held in three states so that component staff could get together; training for clusters of grantees was provided in one state; training on-site was arranged for yet another.

RAP has collaborated with the Home Start Training Center. The HSTC delivered one workshop at a state conference, sits on the RAP Advisory Committee, and together will plan training for Montana grantees.

THE LOS ANGELES RAP

BACKGROUND

Location:	1741 Silverlake Boulevard Los Angeles, California 90026
Telephone:	(213) 664-CYFS
Funding Sponsor:	Child, Youth & Family Services (CYFS)
Staff:	Bea Gold, Director Chris Drouin, Co-Director Barbara Robbin, Training Coordinator Shirley Williamson, Coordinator

Grant/Contract History: CYFS is a nonprofit corporation founded in 1978 to provide direct service to children, families and programs serving children with special needs. Through other grants CYFS provides technical assistance to the handicap effort within Los Angeles area Head Start programs and has trained public school teachers on mainstreaming concepts. During the first two years of the project, RAP was funded under the Los Angeles Unified School District.

Funding Level: $148,929 ($128,691 national average). This is the second highest overall funding level. Salary and overhead/fringe costs are among the highest. The travel line item is the lowest and other costs are somewhat higher than the national norm. Overhead/fringe rate of 65.7 percent is higher than the national average of 58.1 percent.

Full-Time Equivalent Staff: 3.45 (3.31 national average). Los Angeles RAP ranks eighth in FTE staff.

FTE Salary: $19,203 ($17,665 national average). This RAP has the fifth highest average salary level.

REGIONAL SITUATION

States Served: California, Arizona and Nevada -- 383,000 square miles, the fourth largest area served.

Estimated Number of Head Start Handicapped Children: 3,117 (2,791 national average).

Number of Grantees: 58 (72 national average).

ACYF System for Delivery of Handicap Services: ACYF Region IX contracts with CYFS to deliver handicap T/TA services to Los Angeles area grantees.

Most Valuable Service Cited by Regional Office: RAP is a source of information about grantees' needs for Regional Office because RAP is in contact with grantees monthly.

RAP OPERATIONS

Top Four Task Priorities:

Provide services/materials to Head Start programs
Conduct needs assessments
Conduct training conferences
Facilitate collaboration

Bottom Two Priorities:

Establish and convene Advisory Committee
Assist with ACYF Annual Survey

Needs Assessment Process: 98 percent of the assessments have been completed (national average 92%). RAP gathers assessment information by telephone; content of the questions is seasonally oriented. The greatest needs identified by Head Starts are working with LEAs, management training for handicap coordinators, program planning, and assistance in understanding laws and regulations as they apply to Head Start.

Training Conferences:

10 conferences.

503 teachers and 126 teacher aides were trained; this represents 29 percent of the teachers and 11 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

312 others were in attendance; total trained, 941.

51 grantees attended; this represents 88 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 94 percent Head Start staff compared to 96 percent nationally, and 4 percent others compared to 2 percent nationally.

53 percent of the Head Start attendees were teachers, 22 percent teacher aides, and 20 percent other staff. Nationally, composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 43 percent excellent, 52 percent good, 3 percent fair, and less than one percent poor.

Participants gained knowledge in an average of 3.4 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 3.7 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 319 providers are catalogued in the file (national average 431). Approximately 13 are used actively. RAP used third party providers primarily for on-site training that RAP is unable to provide, to arrange training internships with them for the Head Start staff, for interpretation of policy and legal matters, for diagnostic and assessment services, and for materials not possessed by RAP.

Transaction Analysis:

Type	Percentage	National
Facilitation	3 %	3 %
Training	-	2
Technical Assistance	9	6
Information	36	26
Materials	52	63

Analysis of transactions reveals that Los Angeles' workload compares similarly with the national average for facilitation, is higher for technical assistance and information, and falls considerably below on materials and training. RAP recorded 243 transactions; national average 242.

Provider: RAP is the provider in 87 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are ACYF (1%), other RAPs, (2%), SEA/LEA (2%), regional contractors (1%), resource providers (5%), and others (2%).

Requestor: 71 percent of the transactions identify Head Start requestors; 29 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (3%), SEA/LEA (5%), other RAPs (9%), regional contractors (1%), ACYF-regional (3%), and others (8%).

Geographic Distribution:

State	Percent
California	77 %
Arizona	8
Nevada	2
Other	13

Task Records: RAP records 67 task records; 56 nationally.

Advisory Committee: One meeting was held and a second planned. The committee is composed of 16 members (compared to the national average of 15 members). All categories of membership are represented.

Collaboration: Los Angeles RAP facilitated a collaborative agreement between the California SEA and ACYF. The RAP and an SEA representative discussed the implementation of the California SEA/Head Start agreement on a county-wide basis with Orange County programs. The RAP facilitated Head Start access to entitlement funds in Arizona by helping all six grantees in the state apply through one large grantee. RAP identified Head Start programs in California for the Special Education Resources Network; as a result, a Head Start program has been made a demonstration site for preschool training.

Task Force: RAP participated on three task forces: computer. CDA/ curriculum, and PA26.

Head Start Directors Meetings: RAP has attended four director's meetings covering all of the states in RAP's service area.

Head Start Telephone Inquiries: 4.0 average number of types of contacts, compared to 3.3 nationally.

Satisfaction measures 3.3 on a four-point scale, 3.1 nationally.

Problems are cited by 10 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 21 percent of the teachers and 13 percent of the teacher aides, among the sampled grantees, compared to 37 and 24 percents nationally.

53 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.5 national index).

Average number of types of contacts 4.7 (3.9 national index).

Satisfaction 3.5 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP conducted twenty-one on-site T/TA visits to programs, a considerable increase over previous years. This has been possible because RAP made the site visits while in the field for other reasons (such as for training conferences). The back to back training allowed RAP to compact T/TA activities and staff time while meeting program's requests for face-to-face assistance.

Collaboration efforts with the California SEA culminated in a signed agreement between the ACYF Regional Office and the SEA. This is the first agreement that the SEA has entered into with any agency that is not another government agency. In Arizona RAP helped Head Start decide to apply for entitlement funds under PL 94-142. The application for funds will be submitted by all Arizona Head Starts through one grantee, much like a school system, and RAP will help write the application.

RAP's approach to training conferences this year allowed for greater variety in sessions and more content. Training design and content were based on grantees' recommendations and needs, and sessions were carefully planned and implemented. RAP received positive feedback from the higher attendance figures as well as comments from participants.

THE PACIFIC RAP

BACKGROUND

Location:	Castle Memorial Hall, U.E.S. 102, 1776 University Avenue Honolulu, Hawaii 96822
Telephone:	(808) 948-8639
Funding Sponsor:	University of Hawaii
Staff:	Setsu Furuno, Director Vivian Halverson, Co-Director Shirley Salomon, Field Training Specialist Kim Walker, Training Support Specialist

Grant/Contract History: Funded for its third year of operation, Hawaii RAP serves the Hawaii and Pacific grantees. Dr. Furuno participates in the UAF project at the university and has a history of HCEEP work. RAP has a close association with the BEH-funded Pacific Basin Consortium, an organization of SEAs, universities and colleges throughout the Pacific.

Funding Level: $169,965 (national average $128,691). Hawaii RAP has the highest budget among RAPs, due in part to travel demands; staff salary allocations are the highest among RAPs, as is travel. The overhead/fringe rate is the second highest. "Other" costs are average.

Full-Time Equivalent Staff: 3.50 (national average, 3.31). Pacific RAP has an average FTE.

FTE Salary: $21,638 (national average, $17,665). Salary levels are the second highest.

REGIONAL SITUATION

States served: Hawaii, Pacific Trust Territory, Commonwealth of the Northern Mariana Islands, and Guam -- a land area of 7,300 square miles, the smallest land area among RAPs, but spread over millions of square miles in the Pacific.

Estimated Number of Head Start Handicapped Children: 195 (national average 2,791).

Number of Grantees: 12 (national average 72).

ACYF System for Delivery of Handicap Services: After an absence of a T/TA contractor, there is a new regionally funded T/TA provider serving the Pacific.

Most Valuable Service Cited by Regional Office: On-site training and technical assistance.

RAP OPERATIONS

Top Four Task Priorities:

- Conduct needs assessments
- Conduct training conferences
- Provide services/materials to Head Start programs
- Facilitate collaboration

Bottom Two Priorities:

- Establish provider file
- Assist with ACYF Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 92%). RAP mails forms to directors in Hawaii, and gathers information on-site for the Micronesian programs. Information is supplemented by telephone. The greatest needs expressed by Head Starts are IEPs, handicap plans, specific handicapping conditions, and activities for children.

Training Conferences:

12 conferences.

129 teachers and 72 teacher aides were trained; this represents 72 percent of the teachers and 58 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

93 others were in attendance; 294 total trained.

11 grantees attended; this represents 92 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 95 percent Head Start staff, compared to 96 percent nationally and 3 percent non-Head Start, compared to 2 percent nationally.

48 percent of the Head Start attendees were teachers, 29 percent teachers aides, and 19 percent other staff. Nationally, composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 49 percent excellent, 39 percent good, 6 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 4.3 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 5.1 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 100 providers are catalogued in the file (national average 431). Approximately 10 are used actively. RAP used third party providers primarily for direct services to children, direct services to parents, staff training, and for on-site T/TA.

Transaction Analysis:

Type	Percentage	National
Facilitation	3 %	3 %
Training	2	2
Technical Assistance	9	6
Information	50	26
Materials	36	63

Analysis of transactions reveals that Pacific RAP has the highest percentage of information transactions, and compares similarly on other types except materials, which is substantially lower. RAP recorded 428 transactions; national average 242.

Provider: RAP is the provider in 91 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are ACYF (2%), SEA (1%), regional contractors (1%), resource providers (4%), and others (1%).

Requestor: 31 percent of the transactions identify Head Start requestors; 69 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (24%), SEA/LEA (17%), other RAPs (3%), regional contractors (6%), ACYF-regional (4%), ACYF-DC (1%), and others (14%).

Geographic Distribution:

State	Percent
Hawaii	55 %
Pacific Trust Territory	16
Guam	6
Commonwealth of the Northern Mariana Islands	3
American Samoa	3
Other	16

Task Records: RAP records 83 task records; 56 nationally.

Advisory Committee: One advisory committee meeting was held for each of two separate committees, for Hawaii and Micronesia. The committees are composed of 13 and 14 members, respectively (compared to a national average of 15 members). All categories of members are represented.

Collaboration: Pacific RAP facilitated collaborative agreements in Palau and the Marshall Islands. The RAP also facilitated agreements for screening services between Head Start and Public Health Departments in the Commonwealth of the Northern Mariana Islands, Marshall Islands and Guam. When a medical agency in Ponape received federal funds to serve Micronesia, RAP was asked to train medical officers, Head Start directors and handicap coordinators on health screening techniques for handicaps.

Task Force: Pacific RAP participated on two task forces: speech and PA26.

Head Start Directors Meetings: RAP attended a total of six meetings, covering each of their service areas.

Head Start Telephone Inquiries: 6.3 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.6 on a four-point scale, 3.1 nationally.

Problems are cited by 0 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 77 percent of the teachers and 69 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

64 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.5 national index).

Average number of types of contacts 2.7 (3.9 national index).

Satisfaction 2.8 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

RAP has been instrumental in the development of written handicap plans at all of the 12 Pacific grantees. The RAP helped delineate staff roles and responsibilities in recruitment, explore how to get resources, and determine timelines. After the plans were written, RAP met with every potential assessment and diagnosis resource in the grantees' communities, worked out a referral process which Head Start personnel could rely on, and linked the appropriate Head Start and resource people together.

By the end of the year every child in Micronesian Head Start programs will have had a health and handicap screening. At RAP's urging grantees have acknowledged the need to make one person at each program responsible for its handicap effort. Primarily as a result of RAP's efforts, programs have hired handicap coordinators with PA 26 funds or have added the handicap coordinator's responsibilities to those of the education or health coordinator.

RAP sponsored a training conference for all Hawaiian grantees on team development. The session covered the case conference process, the roles of team members and the integration of components. Grantees are able to request follow-up TA from RAP or to arrange their own. RAP collaborated with the UAF and the School of Public Health to provide some of this training.

PORTLAND STATE UNIVERSITY RAP

BACKGROUND

Location: Portland State University
P.O. Box 1491
Portland, Oregon, 97207

Telephone: (503) 229-4815

Funding Sponsor: Portland State University

Staff: Carillon Olmsted, Director
Mary Perkins, Coordinator

Grant/Contract History: RAP is sponsored by Portland State University, Division of Continuing Education for the first time in the 1980-81 program year. Also housed at the PSU Division of Continuing Education is the Region X STATO, providing training and technical assistance to Head Start grantees in Oregon. The RAP director also directs the STATO contract. Subcontracted to RAP is the Crippled Children's Division, University of Oregon Health Services Division.

Funding Level: $118,715 (national average $128,691). The salary line item is the lowest of all RAPs, but the overhead rate is the second highest. Overall budget ranks twelfth.

Full-Time Equivalent Staff: 1.90 (national average, 3.31). FTE is considerably lower than the national average, and is the second lowest FTE.

FTE Salary: $17,554 (national average, $17,665). FTE salary is on a par with the national average, and ranks seventh.

REGIONAL SITUATION

States Served: Idaho, Oregon, Washington -- 249,000 square miles, the sixth largest service area.

Estimated Number of Head Start Handicapped Children: 1,208 (national average 2,791).

Number of Grantees: 51 (national average 72).

ACYF System for Delivery of Handicap Services: There are three State Training Offices (STATOs) with general T/TA responsibilities including handicap services, but no specific dollar or person day assignments are made for handicap services.

Most Valuable Service Cited by Regional Office: RAP is the single focal point in the region for grantees to call for referrals and consultation on handicap matters.

RAP OPERATIONS

Top Four Task Priorities:

Conduct training conferences
Provide services/materials to Head Start programs
Facilitate collaboration
Establish provider file

Bottom Two Priorities:

Participate on RAP task forces
Assist with ACYF Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 92%). RAP uses the regional system for needs assessment developed by the STATO Offices. Information is collected by the STATOs and returned to RAP. The greatest needs identified by Head Starts are information on health impairments, learning disabilities, emotional disturbance, IEPs, and working with families.

Training Conferences:

7 conferences.

114 teachers and 80 teacher aides were trained; this represents 26 percent of the teachers and 37 percent of the teacher aides, in RAP's service area, compared to 32 and 16 percents nationally.

82 others were in attendance; total trained, 276.

42 grantees attended; this represents 82 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 100 percent Head Start staff, compared to 96 percent nationally, and 0 percent non-Head Start staff compared to 2 percent nationally.

50 percent of the Head Start attendees were teachers, 24 percent teacher aides, and 26 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution; 39 percent excellent, 55 percent good, 3 percent fair, and 2 percent poor.

Participants gained knowledge in an average of 4.8 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 5.1 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 50 providers are catalogued in the file (national average 431). Approximately 20 are used actively. RAP used third party providers primarily for conference presentations and for specific handicapping conditions.

Transaction Analysis:

Type	Percentage	National
Facilitation	3 %	3 %
Training	10	2
Technical Assistance	8	6
Information	49	26
Materials	30	63

Analysis of transactions reveals a workload whose distribution compares similarly with national averages for facilitation and technical assistance is the second highest for training and information, and the lowest for materials. RAP recorded 39 transactions; national average 242.

Provider: RAP is the provider in 85 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are ACYF (2%), resource providers (10%), and other RAPs (2%).

Requestor: 90 percent of the transactions identify Head Start requestors; 10 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (5%), regional contractors (2%), and other RAPs (2%).

Geographic Distribution:

State	Percent
Idaho	18 %
Oregon	38
Washington	41
Other	3

Task Records: RAP records 30 task records; 56 nationally.

Advisory Committee: RAP has convened one advisory committee meeting and a second is planned. The committee is composed of nine members (compared to the national average of 15 members). All categories of members are represented.

Collaboration: Portland State University RAP helped write an agreement between the Head Start Directors Association and SSI in Oregon. In its collaboration efforts with the National Interagency Task Force on Improving Services to Preschool Handicapped Children, RAP paid transportation costs for three Region X special projects to meet and write a summative report on their collaborative efforts over the past two years.

Task Force: PSU RAP was a member of one task force: CDA/curriculum.

Head Start Directors Meetings: RAP attended three director's meetings, covering each of the states in its service area, plus two regional director's meetings.

Head Start Telephone Inquiries: 6.3 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.6 on a four-point scale, 3.1 nationally.

Problems are cited by 3 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 42 percent of the teachers and 19 percent of the teacher aides among the sampled grantees, compared to 37 and 24 percents nationally.

63 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 1.0 (2.5 national index).

Average number of types of contacts 2.0 (3.9 national index).

Satisfaction 3.0 (3.4 national grade).

OBSERVATIONS

Three Cases Ctied by RAP as Representative of Work:

The Oregon SEA/Head Start agreement represented a major accomplishment for PSU RAP in its first year. After a December meeting between RAP, the UAF's Interagency Collaboration Project and the SEA, a draft was written by the UAF and reviewed by all parties. Negotiations resulted in a second draft. RAP cleared changes in the second draft with ACYF Region X and the final draft was sent to ACYF and DOE for signature in June.

RAP sponsored a two-day workshop for education, mental health and health personnel on screening young children for handicaps. Topics included setting up screening clinics, referral and follow-up procedures, choosing a screening tool, and developing interagency cooperation.

During a canvass call to a Washington state grantee, RAP discovered they had no Well-Child, Women/Infants/Children (WIC) or Child Find services, nor did they have a method for identifying handicapped children. RAP connected the Head Start with EPSDT and discussed potential linkages with public schools.

ALASKA RAP

BACKGROUND

Location: 1345 W. 9th Avenue, Suite 202
Anchorage, Alaska 99501

Telephone: (907) 274-1665

Funding Sponsor: Easter Seal Society

Staff: Marion Bowles, Director
Sharon Lattery, Coordinator
Sharon Fortier, Resource Specialist

Grant/Contract History: The Easter Seal Society of Alaska sponsors the RAP. The Alaska RAP was funded to provide RAP services to six IMPD programs in Alaska for nine months. The Easter Seal Society also operates a toy lending library funded by the Alaska Department of Health and Social Services and receives funding from the State Education Agency for an Early Childhood Coordination Project.

Funding Level: $107,468 (national average, $128,691). Overall budget is the lowest among RAPs, reflected in lower line items in every category except "other" costs, which are above the national average.

Full-Time Equivalent Staff: 2.0 (national average, 3.31). This RAP has the third lowest FTE.

FTE Salary: $26,051 (national average $17,665). The exceptionally high FTE salary level reflects the astronomical cost of living in Alaska, and ranks as the highest FTE salary of all RAPs.

REGIONAL SITUATION

State Served: Alaska -- 586,000 square miles, the largest geographic area served by a RAP.

Estimated Number of Head Start Handicapped Children: 79 (national average 2,791).

Number of Grantees: 3 (national average 72).

ACYF System for Delivery of Handicap Services: Region X supports three State Training Offices in Washington, Oregon and Idaho with general T/TA responsibilities including handicap services, but no specific dollar or person-day allocation. No regionally supported T/TA is available to Alaskan grantees.

Most Valuable Service Cited by Regional Office: RAP is the single focal point in the region for grantees to call for referrals and consultation on handicap matters.

RAP OPERATIONS

Top Four Task Priorities:

Conduct training conferences
Provide services/materials to Head Start programs
Conduct needs assessments
Maintain record keeping system

Bottom Two Priorities:

Facilitate collaboration
Assist with ACYF Annual Survey

Needs Assessment Process: 100 percent of the assessments have been completed (national average 92%). RAP informally calls each grantee on a more than monthly basis to gather needs assessment information. The greatest needs are for speech and language training, and behavior management.

Training Conferences: 18 conferences.

30 teachers and 39 teacher aides were trained; this represents 81 percent of the teachers and 87 percent of the teacher aides in RAP's service area, compared to 32 and 16 percents nationally.

43 others were in attendance; total trained, 112.

3 grantees, this represents 100 percent of all grantees, compared to the national average of 80 percent.

Short-term Conference Evaluation:

Composition consisted of 66 percent Head Start staff, compared to 96 percent nationally, 34 percent non-Head Start staff, compared to 2 percent nationally.

28 percent of the Head Start attendees were teachers, 21 percent teacher aides, and 17 percent other staff. Nationally composition was 51 percent teachers, 21 percent aides, and 24 percent others.

Satisfaction among participants falls into the following distribution: 59 percent excellent, 38 percent good, 0 percent fair, and 0 percent poor.

Participants gained knowledge in an average of 5.1 areas as a consequence of the conference, compared to 4.8 nationally.

Trainees would adopt an average of 4.3 new practices as a consequence of training, compared to 4.6 nationally.

Use of Providers: 254 providers are catalogued in the file (national average 431). Approximately 24 are used actively. RAP used third party providers primarily for workshop presentations, on-site T/TA, and for special problems with specific children.

Transaction Analysis:

Type	Percentage	National
Facilitation	1 %	3 %
Training	-	2
Technical Assistance	5	6
Information	27	26
Materials	61	63

Analysis of transactions reveals that Alaska RAP conpares similarly to the national averages except for training, where there is a lack of transactions. RAP recorded 210 transactions; national average 242.

Provider: RAP is the provider in 96 percent of the transactions compared to 92 percent nationally. Other providers identified in transactions are regional contractors (1%), resource providers (2%), other RAPs (1%).

Requestor: 25 percent of the transactions identify Head Start requestors; 75 percent are non-Head Start, compared to national findings of 66 and 34 percents, respectively. Other requestors include resource providers (13%), SEA/LEA (20%), other RAPs (3%), ACYF-regional (1%), ACYF-DC (1%), regional contractors (1%), and others (35%).

Geographic Distribution:

State	Percent
Alaska	73 %
Other	27

Task Records: RAP records 48 task records; 56 nationally.

Advisory Committee: RAP has convened two advisory committee meetings. The committee is composed of 17 members (compared to the national average of 15 members). All categories of membership are represented.

Collaboration: Alaska RAP offered joint training to school district and Head Start personnel at three sites. RAP assisted LEAs recruit staff. The Alaska RAP is a job training and placement source for mentally retarded and multiply handicapped adults. The Employment and Training Center of Alaska refers trainers to the RAP.

Task Force: Alaska RAP participated on one task force and served as its chairperson: speech.

Head Start Directors Meetings: Alaska RAP attended two director's meetings in Alaska.

Head Start Telephone Inquiries: 8.3 average number of types of contacts, compared to 3.8 nationally.

Satisfaction measures 3.7 on a four-point scale, 3.1 nationally.

Problems are cited by 33 percent of the informants, 5 percent nationally.

Mainstreaming conferences were attended by 55 percent of the teachers and 61 percent of the teacher aides among the sampled grantees, compared to 37 percent and 24 percents nationally.

33 percent of the respondents identify training as the most valuable service that RAP offers.

SEA Telephone Inquiries:

Frequency of contact 3.0 (2.5 national index).

Average number of types of contacts 3.0 (3.9 national index).

Satisfaction 4.0 (3.4 national grade).

OBSERVATIONS

Three Cases Cited by RAP as Representative of Work:

Head Start and school district personnel in Fairbanks received credit for their 45 hours of CDA training from RAP. This is the first time CDA credit has been offered for a special education workshop. RAP expects to replicate the training throughout the state.

Cited as representative of its accomplishments is RAP's on-site training and technical assistance effort. Grantees' unique needs have required that RAP's approach and delivery be highly individualized in each case.

RAP serves as an on-the-job training site for handicapped adults placed by the Employment Training Center of Alaska. A total of seven multiply handicapped adults have worked at the RAP, one of whom remained as a permanent employee drawing a salary from RAP and matching state funds.

III. BUDGET AND STAFFING

The 1980-81 program budget for the Resource Access Projects totaled $1,930,367, a rise of 20.7 percent over the previous year. The budget supported 15 projects, each with funding increases, two new contractors replacing two funded during previous terms, and a revitalized information management system.

Table 1 shows the RAP budget during the first five years of the program. The annual increase sustained the original 13 projects and added two new members serving Alaska, Hawaii and the Pacific. New initiatives include the introduction of a computerized record keeping system, collaboration with agencies serving handicapped children, and a greatly expanded training effort in which annually approximately 11,000 Head Start staff, primarily teachers, receive a thorough orientation to the concepts of mainstreaming young handicapped children.

Between FY'77 and FY'78, Mississippi and Alaska RAPs were added and the RAP serving IMPD Head Start programs was terminated. The FY'78 budget enlarged travel which was substantially underfunded in the first year. A new program initiative -- that of promoting formal collaborative agreements between State Education Agencies and Head Start programs -- was introduced in the scope of work in FY'78.

In FY'79 the total budget rose by 38.6 percent over FY'78. The network was expanded to its present size to include a RAP located in Hawaii to serve Head Start grantees in the Pacific. Two new initiatives were introduced; a massive training effort to orient one-third of the Head Start teachers to the concepts of mainstreaming children with handicaps, and a computerized management and information system was piloted at several RAPs. The FY'79 budget supported more full-time project staff permitting greater independence from other of the sponsoring agencies' grants.

The FY'80 total budget increased 9.7 percent. The computerized management and information system was expanded to all continental RAPs; salaries increased at the expense of lower full-time equivalent staff; travel rose commensurate with inflation, but other costs decreased (Other costs include all remaining out-of-pocket costs).

Table 1

RAP Project Budgets
FY'77-81

Line Items	FY'77	FY'78	FY'79	FY'80	FY'81
Salaries	$ 460,257	$ 557,592	$ 729,461	$ 741,386	$ 845,854
Travel	74,386	120,656	172,204	185,236	247,689
Computer	N/A	N/A	44,322	119,529	138,100
Other Costs	198,254	127,748	237,359	229,117	234,188
Overhead & Fringe	144,994	245,711	274,186	323,852	464,536
Total Budget	$ 877,891	$1,051,707	$1,457,732	$1,599,120	$1,930,367

Table 2 presents the total 1980-1981 program budget for each project with selected line items for salaries, travel, computer related costs, other costs, overhead and fringe. This year an outstanding rise in costs occurred among indirect charges; 42.5 percent of all new monies were allocated to fringe, overhead and fees. Two new sponsors, with higher fringe and overhead rates, account in part for the rise. But among long-standing contractors, too, these costs have changed based on sponsors' increased costs (e.g., higher fuel and rent rates. As a consequence the effective overall increase in the individual project budgets is diminished. Total salaries saw the next largest increase of $104,468 or 31.5 percent of all new budget funds. For the most part the increase went toward cost of living supplements, rather than increased numbers of staff. The average salary of $15,690 in the previous year rose 12.6 percent to $17,665 while the average compliment of staff per project rose less than the equivalent of .2 of a person.

Within some individual project budgets, line items decreased. Salary costs of the two new contractors are substantially below their predecessors'. New England saw a minimal decrease in travel; other costs were less at seven of the projects -- New England, Region III, Nashville, Region VII, Denver, Pacific, and Alaska.

The "Typical" RAP

The demands placed upon RAP budgets vary with each RAP's service area. Table 3 presents some of the key dimensions to which RAP projects respond, namely, the number of Head Start programs, the number of handicapped children within the programs, the square miles circumscribed within the catchment area, full-time equivalent staff, the ratio of staff per Head Start program, and the ratio of staff per handicapped child.

The two right-hand columns of the table tell the relative strain or facility that RAP projects face in delivering service to grantees and to handicapped children. On the average, each RAP staff must serve 23 grantees. Mississippi, Hawaii and Alaska have a clear advantage over the others with respect to the number of grantees to serve. Portage, Region VII and Los

Table 2

RAP PROJECT BUDGETS, 1980-1981

REGION	RAP	TOTAL BUDGET	Selected Budget Line Items					OH & F AS % OF SAL.	Staff	
			Salaries	Travel[a]	Other Costs[b]	Computer	Overhead & Fringe		FTE[c]	SALARIES/PD. FTE
I	New England	$ 128,950	$ 57,060	$ 11,167	$ 17,820	$ 10,680	$ 32,223	56.4 %	3.00	$ 19,020
II	NYU	144,916	55,484	11,770	15,720	10,680	51,262	92.4	2.78	19,958
III	Region III	134,080	64,150	12,978	12,913	8,900	35,139	54.8	3.95	16,241
IV	Chapel Hill	137,337	59,267	21,200	16,073	10,800	29,997	50.6	3.55	16,695
	Nashville	108,948	46,210	16,118	12,216	10,880	23,524	50.9	3.00	15,403
	Mississippi	117,054	57,966	12,058	12,926	10,800	23,304	38.8	3.85	15,056
V	Univ. of Illinois	119,473	59,138	15,305	15,988	10,680	18,362	31.0	4.75	12,450
	Portage	129,830	65,652	23,830	15,100	10,800	14,448	22.0	4.95	13,263
VI	Texas Tech	119,784	52,000	18,840	49,391	10,800	18,753	36.1	3.25	16,000
VII	Region VII	125,918	63,356	17,187	13,550	10,680	21,145	33.4	3.75	16,895
VIII	Univ. of Denver	119,000	38,131	19,270	5,830	10,800	44,969	117.9	1.95	19,554
IX	Los Angeles	148,929	66,252	10,000	18,350	10,800	43,527	65.7	3.45	19,203
	Pacific	169,965	75,734	31,964	15,350	0	46,917	62.0	3.50	21,638
X	PSU	118,715	33,352	12,502	23,333	10,800	38,728	116.1	1.90	17,554
	Alaska	107,468	52,102	13,500	19,628	0	22,238	42.7	2.00	26,051
Total		1,930,367	845,854	247,689	234,188	138,100	464,536	870.8	49.63	264,981
Average		128,691	56,390	16,513	15,612	10,623	30,969	58.1	3.31	17,665

[a] Includes consultant and Advisory Committee travel costs

[b] Printing, materials, equipment, supplies, communication, consultants, conference costs, space rental

[c] Donated personnel deducted from FTE

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Table 3
Characteristics of Individual RAP Service Areas

RAP	# HS[a]	# HC Children[b]	Square Miles	FTE	FTE Per HS	FTE Per HC Child
New England	71	1,693	67,000	3.00	23.7	564
NYU	80	4,607	61,000	2.78	28.8	1,657
Region III	113	3,958	123,000	3.95	28.6	1,362
Chapel Hill	125	3,810	191,000	3.55	35.2	1,073
Nashville	88	3,343	132,000	3.00	29.3	1,114
Mississippi	24	3,350	48,000	3.85	6.2	870
Univ. of Ill.	117	4,994	132,000	4.75	24.6	1,051
Portage	87	3,031	190,000	4.95	17.6	612
Texas Tech	148	4,956	561,000	3.25	45.5	1,525
	67	2,364	285,000	3.75	17.9	630
Denver Univ.	62	1,161	574,000	1.95	31.8	595
Los Angeles	58	3,117	383,000	3.45	16.8	903
Pacific	12	195	7,300	3.50	3.4	56
PSU	51	1,208	249,000	1.90	26.8	636
Alaska	3	79	586,000	2.00	1.5	53
Average	74	2,791	239,000	3.31	22.5	562

[a] Exclusive of IMPD Head Start programs

[b] Figures taken from Head Start Handicapped Efforts Survey 1979-80, excludes IMPD programs

Angeles also have relatively low staff to grantee ratios. On the high end, Texas Tech is severely taxed; each staff member serves 46 grantees. Region III also carries a heavier burden than others with each staff serving 35 grantees. Denver, Nashville and NYU also serve 30 or more grantees per RAP staff member. The ratio of RAP staff per handicapped child illustrates the burdens on RAP staff where grantees serve large numbers of children. With an average of 562 handicapped children for each RAP staff member, NYU, Texas Tech and Region III RAPs have the heaviest load, double and triple the average ratio. Geographic distance compounds the situation for the Texas Tech RAP.

Despite the extremes of distance and numbers of grantees, one can construct a typical budget and service area drawn up from a composite of means. The typical RAP serves 74 Head Start programs that enroll 2,791 handicapped children in a catchment serving four states. The hypothetical RAP has a budget of $128,691 distributed as follows:

Direct Salaries		$ 56,390
Fringe Benefits, at 18.5% of Direct Salaries		10,481
Overhead at 36.3% of Direct Salaries		20,488
Travel		16,513
Computer		9,207
Other Costs		
Materials/Equipment Supplies Conference Costs	$ 3,655	
Reproduction/Printing	1,655	
Space Rental	863	
Communications	3,982	
Consultants, Contracted Services	5,457	
		15,612
		$128,691

The salary line for this hypothetical RAP would support 3.31 FTE personnel; one of these would be a full-time coordinator and one would be a full-time secretary or administrative assistant. A part-time person is apt to direct the project and the remaining staff would be resource specialists. All professional staff would very likely have formal schooling in special education and experience as a trainer or with Head Start, or both. The average FTE salary for the staff is $17,665.

Not all RAPs base their overhead calculations on direct salaries; indeed a variety of formulae appear in cost proposals. For comparative purposes, we use overhead as a percentage of total direct salary as the base, reflecting widespread contract practice and federal agency convention. This also permits the use of a single multiplier for both overhead and fringe; for our hypothetical RAP, the multiplier is 58 percent.

Travel costs for the typical RAP would be split among in-region staff and consultant travel, costs of attending national RAP meetings, and costs to assemble and convene advisory committees. Communication costs incorporate both telephone and postage. Materials, equipment, and supplies include resource library materials, rental of office machinery, office supplies and expenses related to conducting conferences. Reproduction and printing apply to distributed media -- brochures, films, slide presentation, pamphlets, and duplication of documents. Consultants and contracted services include workshop presenters, custodial care and graphics. Table 4 below compares costs for the "typical" RAP from FY'77 to FY'81.

Table 4

Comparison of Average Total RAP Budgets and Selected Line Items
FY'77 - FY'81

BUDGET ITEMS	FY'77	FY'78	FY'79	FY'80	FY'81
Total Budget	$ 67,530	$ 75,122	$ 97,169	$ 106,608	$ 128,691
Salaries Item	35,404	39,828	48,630	49,426	56,390
Travel Line	5,722	8,618	11,480	12,349	16,513
Other Costs	15,250[a]	9,152	15,824	15,274	15,612
Computer Costs	-	-	2,955	7,969	9,207
Overhead/Fringe	11,153[a]	17,551	18,279	21,591	30,969
Overhead/Fringe as a Percentage of Salaries	32[a]	44	28	44	58
FTE[b]	2.9	2.97	3.48	3.15	3.31
Salaries/pd. FTE	11,881	13,640	14,634	15,691	17,665

[a] Fringes treated as other costs for 1976-77

[b] Donated personnel deducted from FTE totals

Total Budgets

Individual project budgets increased an average of 20.7 percent over last year. They ranged from a low of $107,468 in Alaska to $169,965 at the Pacific RAP. The new money went for indirect costs, cost of living raises and minor increases in travel to keep current with the general rise in travel costs. Region III RAP, with the lowest budget last year, realized the most significant overall increase of $51,600.

Indirect Costs

Indirect costs, i.e., charges for fringe and overhead totaled $464,536, an increase of 43 percent over last year. Allocations for indirect costs average $30,969 per project, with a broad range from a low of $14,448 at Portage to a high of $51,262 at NYU. The standardized computation for indirect costs this year is 58 percent of salaries, up from 44 percent the previous year. Actual RAP rates range from 22 to 118 percent of salaries.

Fringe benefits have not been a major source of variation in indirect costs; rates are fairly stable across projects -- usually between 18 and 22 percent of salaries. Overhead rates and fees are the costs that contribute to the variation in indirect costs. The most conspicuous change in indirect costs is seen at the new contractors, in Denver and Portland. Both university sponsors have high indirect costs and they replaced contractors with low or moderate overhead rates. Some of the former contractors also altered their calculations for indirect costs. Portage proposed no overhead cost at all this year; Alaska added an additional fee of five percent on all contract costs, and Los Angeles' overhead rate was increased from 13.6 to 21 percent of direct costs by shifting rental for space from a line item into indirect charges.

NYU consistently has had high allocations for overhead and fringe. Costs at Portland State and the University of Denver rank behind NYU. At these three RAPs, FTE staff is limited by the high indirect costs.

Salary and Staff

Salaries total $845,854, about half of all contract costs. As mentioned previously, the increases in the salary line item boosted salaries rather than supporting new staff. The average RAP salary line of $56,390 increased 31.5 percent over the previous year. The budgets for staff range from a low of $33,352 at Portland State University to $75,734 at the Pacific RAP. The most notable changes over the past year occurred at Region III and at the two new RAPs where salaries are lower than the previous contractors.

Region III RAP realized staffing increases of more than $20,000 over the previous year. The increase permits more staff to service a region with many Head Start programs and supplements the lower funding of the previous year. Both new contractors in Denver and Portland have staffing budgets substantially reduced from their predecessors, by more than 21 and 27 percents, respectively. Portland State RAP subcontracts $10,000 for consultants to provide training at conferences and on-site; this subcontract brings staffing more in line with other RAP contractors, but the University of Denver is very short on staff to serve a region of its size.

The network saw a minor increase in FTE staff from 47.3 to 49.6, an average of 3.31 per RAP. Only Portland, Alaska and Denver have a FTE staff of two or fewer persons. The former two contractors draw heavily on the supplementary services of consultants, but Denver has a staff of 1.95 FTE for all work. Typically, RAPs with the highest indirect rates (Denver, Portland, and NYU) have the lowest FTE staff. Conversely, Portage and Illinois have low indirect costs and relatively high FTE staff.

Another component of staff composition is the salary scale in effect at a given RAP. This is measured by dividing total salary costs by the FTE total (deducting from that total the contribution of any personnel whose time is donated). Salaries average $17,665 per staff, an increase of 12.6 percent over last year. Salaries are lowest in Illinois, Portage, Mississippi and Nashville. Only Portage experienced a decrease in salary scale. RAPs in major metropolitan areas tend to have higher scales, along with Alaska and Hawaii where salaries reflect the high cost of living.

Travel

The total allocation for travel was $247,689, averaging $16,513 per RAP. These costs rose 19 percent over the previous year due to the escalation in costs of energy related industries.

There is a rough correlation between travel expenses and the geographic size of regions. RAPs with the smallest areas to serve -- New England, New York, Mississippi -- have the lowest allocations for travel. Those with larger areas, like Texas Tech, Denver and Hawaii have commensurate budgets. Exceptions are Los Angeles, Alaska and Portland, all with small travel lines relative to their geographic areas.

New England and Denver reduced their travel budgets; all others saw increases, particularly Portage and Pacific RAPs.

Other Direct Costs

Other direct costs include all remaining out-of-pocket charges (exclusive of computer expenses), for communications (telephone and postage), equipment, supplies, printing and reproduction, materials, consultants, contracted services (design work, custodial services, bookkeeping, etc.), and space rental. Costs for these items vary at each RAP as do the amounts allocated for them.

The total program allocation for other costs is $234,188, $5,071 more than last year. Each project receives an average of $15,612 for these expenses. Most costs approximate those of the previous year. Exceptions are that consultant costs and printing have increased, while telephone expenses have decreased.

RAPs vary widely in their budgeting practices for these items. Six budgets identify costs for space and nine do not. Some identify postage costs, and others do not. Alaska and Portland have large allocations for consultants, $15,328 and $14,548 respectively, while Region VII allocates $900 for consultants. Denver budgets $1,200 for telephone; Nashville budgets $6,600. Six contractors include a sum for computer repairs, others include nothing. Only five budgets identify costs for purchase of library materials.

As might be expected, total individual project allocations for other costs vary considerably, ranging from $5,330 in Denver to $23,333 at Portland State. However, most fall between $13,000 and $18,000. The variations in other costs may result as much from funding limitations as from major differences in program strategy or catchment area. Estimates of other direct costs are frequently tailored to available funds; variations in staffing structures and overhead rates, among other things, may severely restrict the scope of available choices.

Computer Costs

Allocations for 13 RAPs designated to have computers amounted to $138,100 or $10,600 for each. Here too, costs have increased because Region III RAP was added to the computerized network.

IV. PERFORMANCE

RAP contractors must complete identical tasks. They do this with varying though comparable budgets (see Chapter III) and, if they are to be successful, must adapt to the diverse demands and characteristics of their catchment areas. These characteristics, which may differ within and between RAPs, include the terrain of the region, the number and size of grantees, the regional and local practices affecting handicapped children, funding levels of grantees, Head Start staff capabilities, philosophical approach to the RAP mandate projected by its sponsoring agency, and a myriad of other factors. How then does one measure the performance of RAP projects? When viewed within the strict contractual interpretation, it would appear that all RAPs function identically. Yet, considering the contrasting demands of RAPs' diverse situations, they would appear radically different. Can the RAP that serves children in the Belauan Islands of Micronesia look and operate anything like the RAP based in New York City, or Portage, Wisconsin, or Jackson, Mississippi?

The evaluation design must consider the differences and the likenesses and judge outcomes with uniform measures. Structured contract tasks and guidance issued by the National Office help to construct a framework. Each RAP must perform the following tasks:

- Provide service and materials to Head Start grantees
- Sponsor state training conferences focused on the ACYF manuals on handicapping conditions, or sequentially appropriate content
- Facilitate collaboration between Head Start grantees and public agencies and programs for preschool handicapped children
- Assist Head Start grantees in developing/updating an assessments of needs
- Implement a record keeping system
- Establish/update a file on resource providers
- Attend one Head Start Association meeting
- Establish and convene Advisory Committee
- Attend national RAP meetings
- Participate on RAP Task Forces
- Assist Head Start programs with the Annual Survey of Handicapped Children in Head Start

Directions from the National Office stress certain tasks above others. These relative emphases have guided the evaluation design to fix impact measures on RAP mainstreaming conferences, services to Head Start grantees, and collaborative activities with State Education agencies.

In the subsections of this chapter, through a descriptive analysis, we treat the performance of RAP projects on each contract task using data gathered from the RAP sites. In Section V, impact data are presented on the performance of RAP projects as perceived by their primary clientele, the Head Start programs, and secondarily, State Education Agency personnel.

Task Priorities

The scope of work for the RAP contracts places no importance on one task over another. Nor has verbal guidance from ACYF precluded interpretation and adaptation of tasks by RAP projects. In fact, one of the strengths of the program design is the flexibility given to RAPs to adapt uniform tasks to the idiocyncracies of their regions and to the capabilities of their staffs.

To establish task priorities the evaluator separately asked the ACYF Program Officer and the RAP project staffs to rank the eleven RAP tasks. The simple exercise benefits the evaluation in several ways. Since the evaluators do not determine which tasks take precedence over others, the exercise allows ACYF to weight tasks. The collective rankings of RAPs determines whether national RAP priorities have been communicated to contractors. Rankings of individual RAP projects reveal differences in project strategies. Comparative rankings with previous years show whether project emphasis shifts or remains the same.

Table 5 , RAP Tasks in Order of Priority, presents the rankings for each RAP project. No two RAPs order tasks identically. All but New England and Portland RAPs agree on the top three priorities, although in differing orders. There is also consensus on the anchor task; all but Chapel Hill rank it last.

Task 5: RAP TASKS IN ORDER OF PRIORITY[a]

RAP	Service to H.S.	Training Conference	Needs Assessments	Collab-oration	Provider File	H.S. Assoc. Meetings	RAP Meetings	Record Keeping	Advisory Committee	Task Force	ACYF Annual Survey
New England	1	2	5	3	4	6	8	10	7	8	11
NYU	2	3	1	4	8	5	6	10	9	7	11
Region III	2	1	3	4	9	5	7	6	10	8	11
Chapel Hill	1	3	2	4	5	9	6	11	7	7	10
Nashville	2	1	3	6	5	8	10	4	7	9	11
Mississippi	1	3	2	4	9	8	6	10	7	5	11
U. of Ill.	1	2	3	4	5	7	8	6	9	10	11
Portage	2	3	1	4	6	8	7	9	10	5	11
Texas Tech	1	3	2	5	6	9	7	4	8	10	11
Region VII	1	2	3	10	5	4	7	9	6	8	11
U. of Denver	1	2	3	6	5	4	9	8	7	10	11
Los Angeles	1	3	2	4	7	9	5	8	10	6	11
Pacific	3	2	1	4	10	5	8	7	6	9	11
PSU	2	1	5	3	4	6	7	8	9	10	11
Alaska	2	1	3	10	9	6	5	4	7	8	11
Rank	1	2	3	4	5	6	7	8	9	10	11

[a] The task of primary importance scores one; the task of secondary importance scores two; and so forth. Tasks which tie for positions score identical numerical values (for example, University of Denver tied two tasks for second place; each receives the numerical value of two, and the next ranking scores four.) Low scores indicate high priority; and vice versa.

Divergent weighting is most apparent for the record keeping task. Some older RAPs have made concerted efforts to revamp their record keeping systems, and for one new RAP, priority was given to setting up the system. There is also some disparity about the relative importance of the task to establish and assess files of resource providers; some RAPs rank it as high as fourth while others rank it ninth or tenth. The importance of Head Start Directors meetings is apparent at the Region VII and the University of Denver RAPs; others give the task a lower priority. Most RAPs rank the collaborative task fourth or higher, but the Region VII and Alaska RAPs, rank it second to last.

When numerical scores are assigned to tasks -- first priority receives a score of one and so forth, so that low scores indicate top priorities and vice versa -- a profile of the collective projects emerges.

RAP TASK PRIORITY PROFILE

Rank	Task	Average Score
1	Provide service to Head Start	1.5
2	Conduct conferences	2.1
3	Conduct needs assessments	2.6
4	Facilitate collaboration	5.0
5	Expand provider file	6.5
6	Attend Head Start Directors meeting	6.6
7	Attend RAP meetings	7.1
8	Record keeping	7.6
9	Convene Advisory Committee	7.9
10	Participate on RAP Task Forces	8.0
11	Assist with the Annual Survey	10.9

Over four years the network profile surfaces the same four tasks in top positions, the same two tasks in final place, and other tasks shift within the middle positions. Service to Head Start programs has always been the first priority. Collaboration has progressively slipped to fourth place. Since the previous year, the tasks to establish resource provider files and attend Head Start directors meetings have moved up as the record keeping task dropped in importance, with the temporary loss of the computer. All other tasks are ranked identically to last year.

The ACYF Program Officer for the RAP program also ranked the tasks, beginning with the most important. There is very close agreement with the results of the RAP projects, as the chart which follows shows:

Priority	ACYF Rank Order	RAP Profile
1	Needs assessments	Services to Head Start
2	Services to Head Start	Training conferences
3	Training conferences	Needs assessments
4	Collaboration	Collaboration
5	Resource file	Resource file
6	Record keeping	Head Start Directors meeting
7	RAP meetings	RAP meetings
8	Task Force	Record keeping
9	Advisory Committee	Advisory Committee
10	Head Start Directors meeting	Task Force
11	Annual Survey	Annual Survey

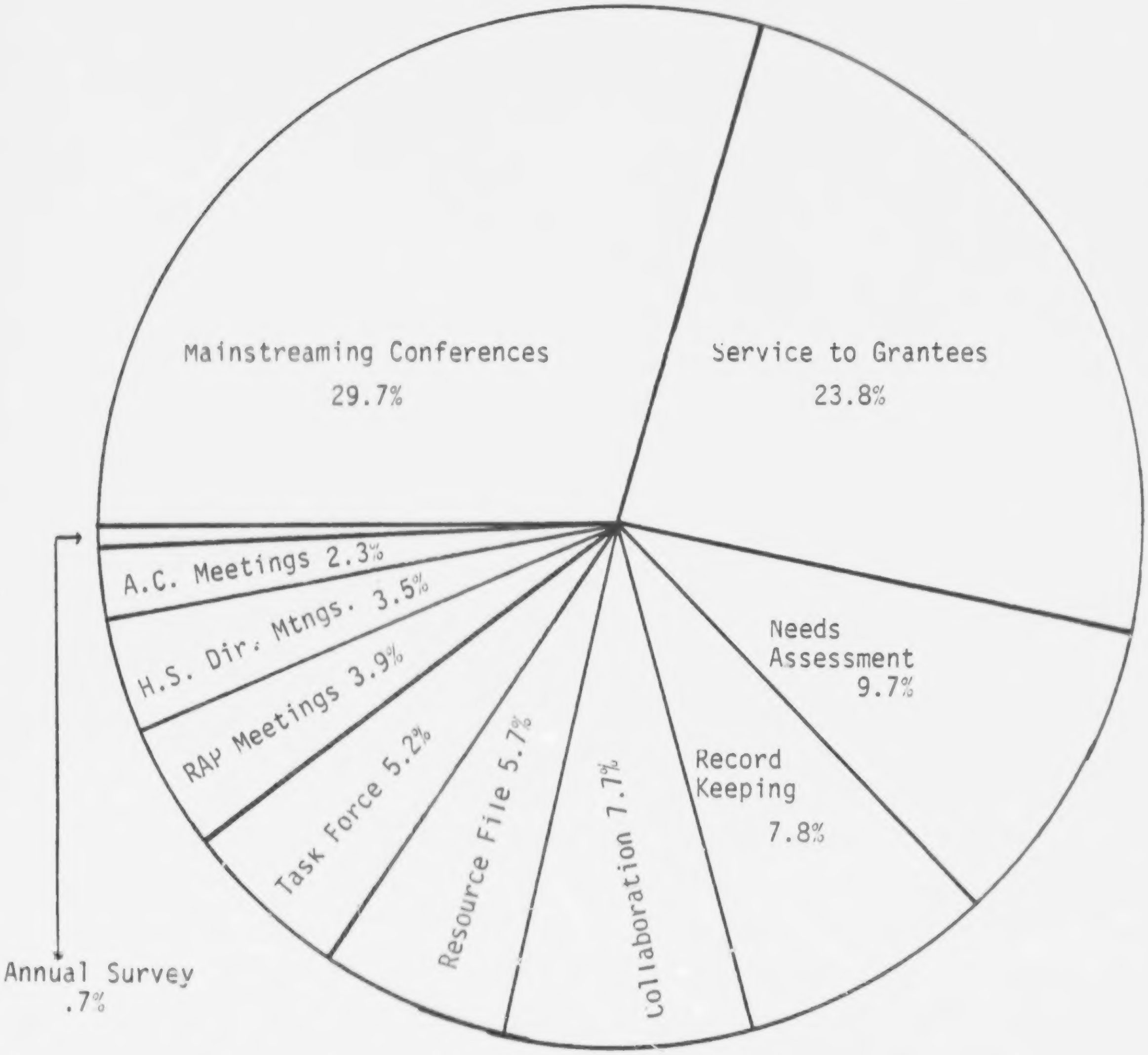
Allocation of Time

As a test for reliability of the rank ordering, we asked RAP projects to assign a percentage of the whole staffs' time for each task. Approximate association of time to task is desirable. All but three tasks ranked similarly in terms of time and importance. Head Start directors meetings, while sixth in importance, ranked ninth in time, a desirable effect because it has relatively greater importance than the time it requires. Alternatively, two tasks consumed more time relative to their perceived importance; task forces and record keeping tasks have little payoff for RAPs and they are time consuming.

The allocation of time to tasks for the RAP network is depicted on the following page.

Figure 1

Allocation Of Time To Tasks



The top two tasks consume more time than all others combined. Relative to last year, the changes in time allocated to tasks are of significance only for record keeping and collaboration, which are less demanding on staff, and for establishing resource provider files which is slightly more time consuming.

Task 1: Assist Head Start Grantees in Developing and Updating a Needs Assessment

Each RAP must develop an assessment of needs for all Head Start programs in its service area, based on each grantee's annual plan for implementing Head Start's national performance standards. The assessments are used by RAPs, among others, to determine specific areas in which grantees need training or technical assistance in the handicap component. Contracts do not obligate RAPs to a given format, content or procedure for carrying out the needs assessments. RAPs have devised their own forms and strategies, or have used existing regional systems to collect the information. Assessment information is gathered in person at meetings or on-site, via written forms which are mailed to grantees and returned to RAP, phone calls, or in some cases, through a combination of all three. Follow-up phone calls are typically made to grantees who have received needs assessments by mail. In addition to the needs assessment, RAPs must keep in touch with grantees through periodic phone canvasses, once a quarter at a minimum. The canvasses are usually less specific and less structured than the needs assessments, but serve as a continuous point of contact with grantees, enabling RAPs to check on whether grantees need their help.

At the time of the spring evaluation site visits RAPs had assessed the handicap needs of 92 percent of all Head Start grantees. This compares to 88 percent last year. Six RAPs (Mississippi, Nashville, University of Denver, Pacific, Portland State University, Alaska) had assessed 100 percent of the grantees in their service areas. Los Angeles, Region III, Region VII and Portage RAPs had assessed the needs of 98, 96, 95 and 91 percent of their grantees. The University of Illinois showed the lowest return, 68 percent. The percentages of completed needs assessments at the remaining RAPs ranged between 75 and 87 percent.

Procedures for the collection of needs assessment responses vary. Seven RAPs use needs assessments that have been developed for regional use. The three Region IV RAPs (Chapel Hill, Mississippi and Nashville) use a needs assessment that is administered by the Specially Funded Cluster Coordinators

(SFCs), who collect and tabulate the information and pass it on to individual RAPs. With the exception of Nashville, two needs assessments are conducted, one for administrators and a separate one for teachers; Nashville RAP uses only a teacher needs assessment, based on a mutual decision with the SFCs in their service area to drop the administrative assessment because it did not adequately identify the needs of teachers. Portland State University RAP receives needs assessment information for every Head Start member in its service area from the State Training Offices (STATOs). The information is programmed into a computer at the University of Washington to provide a profile for each program in each state. The needs of grantees in Region III RAP's service area are gathered by State Training Offices (STOs) and results are forwarded to RAP. Portage and the University of Illinois RAPs conduct their own assessment of grantees' needs using a form that was developed by the RAPs, the State Handicap Advocates and TEACH in Region V.

Prior to collecting needs assessment information by phone, three RAPs (Region VII, Pacific and Texas Tech) send grantees a letter, usually enclosing a form, to inform them that RAP will call to gather the information. Pacific RAP also collects needs assessment information in person from the Micronesian grantees while they are on-site. New England RAP mailed forms to grantees, which are being returned directly to RAP. Because grantees' needs had been assessed in the spring of 1980 by the former RAP contractor for Region VIII, the University of Denver RAP made a follow-up phone call to every grantee in its service area. This year RAP sent color coded needs assessments forms to each teacher, handicap coordinator and director. Follow-up phone calls will be conducted in the fall. In addition to mail and phone data collection. some RAPs supplement needs assessment information in person at training conferences and Head Start director's meetings, and most RAPs informally inquire about a program's needs every time they are in contact with a grantee.

Twelve RAPs conduct formal needs assessments. The remaining three (Los Angeles, New York University and Alaska) conduct periodic informal assessments by phone without the use of a prescribed form.

Telephone canvasses are conducted by RAPs to identify needs that may have arisen since the formal needs assessment, to notify grantees of coming events, and to remind grantees of RAP's availability and services. Seven RAPs (New York University, Chapel Hill, University of Illinois, Texas Tech, University of Denver, Los Angeles, and Pacific) canvass grantees quarterly; two RAPs (Region III and Nashville) canvass three times a year, three (Portage, Portland State University and Region VII) canvass twice annually; and New England RAP canvasses once a year. Mississippi RAP is in contact with grantees on a monthly basis, often as frequently as weekly. Pacific RAP is in contact with the Hawaiian grantees monthly and the Micronesian grantees quarterly. New England and Portland State University RAPs update census information during their canvass calls.

New York University uses a wall chart to record all contacts with grantees, noting expressed needs, problems, etc., and Los Angeles maintains a notebook organized by grantee and by canvass to record this information. For four RAPs (Texas Tech, University of Denver, Los Angeles and Portland State University), each canvass has a specific lead-in topic, purpose or issue, in addition to inquiry about present grantee needs.

•RAPs were asked to identify Head Starts' greatest needs based on results of the needs assessments. For the second year in a row the most frequently cited was the need for assistance in developing and implementing Individual Education Plans (IEPs) and the individualization of programming for handicapped children. Nine RAPs reported this. The same number of RAPs reported grantees' need for continued and more advanced training and information on specific handicapping conditions. The most frequently mentioned were emotional disturbance, learning disabilities and speech and language; less frequently cited were mental retardation, orthopedic/physical, and health impairments. Assistance in working with public schools, stemming from an increased awareness of the importance of collaboration with schools, was another frequently mentioned need. Head Starts also asked for more assistance in working with parents and families of handicapped children. Other requests for assistance related to behavior, classroom and program management, classroom activities, integration of components, screening, assessment and diagnosis, and administration of the handicap component. Needs less frequently mentioned, but still worthy of note, were for assistance in recruitment, transitioning, observation skills, confidentiality, and understanding policies and regulations.

Task 2: Establish and Update a File of Resource Providers

Each RAP must establish a file of service providers and resources, including individuals, programs, and institutions offering specialized assistance to the handicapped or staff working with handicapped persons. The files are updated by identifying and adding new resources, and eliminating providers who have not been used or have been unsatisfactory. A total of 6,471 entries are catalogued for use by Head Starts through the RAP network. This represents an increase of almost 550 entries over the total reported last year, and of approximately 1,800 over two years ago. Entries at individual RAPs ranged from a high of 1,214 at Texas Tech and 1,000 at Chapel Hill, to a low of 50 at Portland State University, and averaged at 431.

RAPs have tried to eliminate seldom-used or unsatisfactory resources. Four RAPs (Mississippi, University of Illinois, Portage and Alaska) reduced the greatest number of resources in their files this year; four RAPs (Texas Tech, Region III, New England, New York University) showed increases. The remaining RAPs maintained approximately the same level of entries. Comparisons have not been made for the two new RAPs.

Ordinarily, a small core of providers are used most often. Of the total number of resources catalogued network-wide, RAPs reported that 664 are used frequently, an average of 44 per RAP, with a high of 93 at the University of Illinois, and a low of 10 at Pacific. A project-by-project breakdown of service providers is shown on the following page.

Although RAPs are not expected to provide all services needed by grantees, they are required to refer grantees to other resource providers when in-house expertise or time limits their ability to fulfill a request. However, the great majority of requests received are normally handled by the RAP staff.

Third party providers serve four primary purposes: training (at conferences and on-site), on-site technical assistance, specialized services, and sources of materials and information.

RAP	No. Service Providers and Resources	No. used Frequently
New England	133	50
New York University	440	25
Region III	763	51
Chapel Hill	1,000	80
Nashville	211	35
Mississippi	308	70
University of Illinois	534	93
Portage	400	60
Texas Tech	1,214	86
Region VII	619	12
University of Denver	126	35
Los Angeles	319	13
Pacific	100	10
Portland State University	50	20
Alaska	254	24
TOTAL	6,471	664

All RAPs used third party providers in their training conferences for subject areas outside of RAP's expertise, when RAP time (and funds) for travel was limited, and when logistics more favorably suggested use of a third party provider.

In response to requests from grantees for services, eight RAPs used providers for on-site training and technical assistance. Most often providers' expertise were in screening, diagnosis, clinical services, and other direct services to children and parents. Several RAPs used third parties as a source of materials and for information; two RAPs sought outside assistance for interpretations of policy regulations and legal issues.

RAPs vary in their procedures to assess providers. In most cases, the process is informal, with follow-up calls to the Head Start programs after services are rendered. Nine RAPs routinely call the Head Start whenever services have been rendered and four RAPs also call the provider to solicit his or her perception of the outcomes. In addition, three RAPs ask providers to fill out a written evaluation form. Alaska RAP debriefs each provider, in person, to get their impressions of the appropriateness of the services rendered. Two RAPs (New England and Region III) request a letter of evaluation from Head Start programs following receipt of services provided by a third party. Unsolicited feedback usually flows back to RAPs from Head Start programs when RAPs conduct periodic phone canvasses, at meetings, and indirectly through SFCs and regional offices.

All RAPs receive feedback on third party providers who have presented at a RAP training conference through evaluations filled out by participants. In addition, five RAPs (or their designees, such as an STC, SFC or STO) sit in on training sessions to assess the effectiveness of presenters.

Task 3: Provide Services to Grantees

The RAP program provides supportive services to the Head Start effort serving handicapped children. This task is basic to the program, and all other tasks follow from it. Typical examples of RAP activities are the development or distribution of materials; providing advise, information and technical support; promoting reciprocal relationships between Head Start and other agencies serving children with handicaps; and offering training for Head Start staff who work with handicapped children and their families.

All activities are recorded on standardized forms and uniform definitions insure that events are recorded consistently. Activities are classed as materials, information, training, technical assistance, or facilitation and defined as:

> Training: Presentation and instruction usually to develop a skill and often given in a group setting. This includes training which is brokered; all training that has no financial support from RAP is entered here.
>
> Facilitation: The process of promoting stimulating or fostering action among agencies/organizations or between specific providers and Head Start which potentially results in an ongoing relationship.
>
> Information: Providing information to requestors either by telephone or in writing. This communication can include information on materials, policy and general facts.
>
> Materials: Loaning or distributing wares, including RAP products, audio visual equipment and commercial print.
>
> Tecnical Assistance: Advice, input or direction, usually requiring specific professional expertise, most often rendered on a one-to-one basis, for a short term, either provided or arranged for by the RAP. All brokered T/A that has no financial support from RAP is entered here.

Each activity has varying time demands -- from as little as a few minutes to transact to as much as a half day. However, much of the work of the RAP projects either takes place over time or requires intensive labor within a short period; such events are classified and entered as task records, because they customarily relate to specific RAP tasks, such as: the needs assessment process, conferences, training or technical assistance, advisory committees, meetings, the RAP record keeping system, collaboration with agencies, task forces, or other special projects related to RAP tasks.

While imperfect as a management and information system the record keeping system serves to document RAP work in a systemmatic and uniform fashion. The record keeping system used this year is a composite of components developed by the former computer contractor and by the computer task force. This rudimentary system will form the basis for a computerized MIS system in the future.

To comprehend the entire workload of the RAP network, one must review the records of activities and tasks, the former reflecting typical transactions, the latter documenting time or labor intensive events. We begin this section with an analysis of activities, followed by an analysis of task records.

Analysis of RAP Activities

Each activity has been coded, sorted and tallied by type, requestor, geographic origin, content and provider of service (see Table 6). The distribution of activities along these dimensions follows patterns set years ago. Despite changes in staff, alterations in mandate, changes among contractors, and alterations in the recording system, the established patterns prevail. The volume, established in the second year, is sustained at a relatively constant level. Characterized by type, activities show that the distribution of materials is the most common transaction. There has been almost no fluctuation in the percentages of training, technical assistance, facilitation and information types of activities. Two out of three requestors are Head Start staff, primarily coordinators of services to the handicapped, followed by directors, other administrators, and teachers. Non-Head Start requestors are comprised of other providers of service to handicapped children, other RAPs, public school representatives, ACYF National and Regional Office staff and their contractors. For nine of ten requests, RAPs are the providers of services or materials.

Table 6

CHARACTERISTICS OF RAP ACTIVITIES, 1980-1981
(Percents may not total 100 due to rounding)

	Overall	NEW England RAP	NYU RAP	REGION III RAP	CHAPEL HILL RAP [d]	NASH-VILLE RAP	MISSIS-SIPPI RAP	U OF I RAP	PORTAGE RAP	TEXAS TECH RAP	REGION VII RAP	DENVER U RAP	LA RAP	PACIFIC RAP	PSU RAP	ALASKA RAP [d]
Type																
Facilitation	3 %	6 %	4 %	1 %	1 %	8 %	8 %	1 %	2 %	- %	1 %	3 %	3 %	3 %	3 %	1 %
Training	2	2	2	1	1	6	2	4	5	12	-	6	-	2	10	-
TA	6	14	13	3	4	5	9	2	6	2	4	4	9	9	8	5
Information	26	15	33	16	21	31	19	11	23	17	27	23	36	50	49	27
Materials	63	63	47	79	73	50	62	82	64	69	68	64	52	36	30	66
Requestor																
Head Start	66	74	84	62	73	66	74	79	74	88	56	85	71	31	90	25
Non-Head Start[a]	34	26	16	38	27	34	26	21	26	12	44	15	29	69	10	75
H.S. Staff Level																
Director	19	22	16	12	2	14	10	34	9	56	21	25	5	58	20	30
Handicap Coord	48	61	54	26	46	81	47	37	74	8	53	44	84	19	34	17
Teacher	14	10	8	36	24	5	27	9	8	16	8	14	1	7	14	6
Other[b]	15	5	19	26	5	-	14	20	9	18	13	15	10	15	31	43
Unspecified	4	2	3	-	22	-	2	-	-	1	4	2	-	1	-	4
Provider																
RAP	92	94	96	96	98	81	94	95	83	86	93	87	87	91	85	96
Other[c]	8	6	4	4	2	19	6	5	17	14	7	13	14	9	15	4

Geographic Distributions: New England: 45% Massachusetts, 9% Connecticut, 19% Maine, 8% New Hampshire, 5% Rhode Island, 10% Vermont, and 4% Other; NYU: 68% New York, 27% New Jersey, and 4% Other; Region III: 2% Delaware, 35% Pennsylvania, 21% D.C., 6% West Virginia, 18% Maryland, 14% Virginia, and 4% Other; Chapel Hill: 30% North Carolina, 6% South Carolina, 14% Georgia, 23% Florida, and 27% Other; Nashville: 47% Tennessee, 16% Kentucky, 19% Alabama, and 18% Other; Mississippi: 92% Mississippi, and 8% Other; University of Illinois: 30% Illinois, 48% Ohio, 19% Indiana, and 3% Other; Portage: 29% Wisconsin, 35% Michigan, 30% Minnesota, and 6% Other; Texas Tech: 6% Louisiana, 5% Arkansas, 41% Texas, 17% Oklahoma, 20% New Mexico, and 11% Other; Region VII: 14% Iowa, 23% Kansas, 23% Nebraska, 19% Missouri, and 20% Other; Denver University: 52% Colorado, 6% Utah, 6% North Dakota, 17% South Dakota, 8% Montana, 8% Wyoming, and 2% Other; Los Angeles: 77% California, 8% Arizona, 2% Nevada, and 13% Other; Hawaii: 55% Hawaii, 3% American Samoa, 6% Guam, 3% Commonwealth of Northern Mariana Islands, 16% Pacific Trust Territory, and 16% Other; Portland State University: 41% Washington, 18% Idaho, 38% Oregon, and 3% Other; Alaska: 73% Alaska, and 27% Other.

Notes: (a) Includes SEA's, other RAPs, Regional Office, Resource Providers, etc. (b) Includes personnel from other program component. (c) Includes Regional contractors, resource providers, other RAPs, SEA, Regional Office, etc. (d) Count excludes materials transactions to non-Head Start programs outside the RAP service area.

Table 7

Activity Findings 1976-1981

	Volume	Activity Type		Provider Type	
Year		Service	Materials	RAP	Other
1976-77	1027	44 %	56 %	69 %	31 %
1977-78	3515	61	39	73	22
1978-79	3448	51	49	89	11
1979-80	4467	43	57	91	9
1980-81	3625	37	63	92	8

Table 7 shows the distribution of activities for five years.

Volume triples the first year's effort, and activities are oriented to the provision of materials or wares versus services, a trend progressively emphasized since the second year. Recording practices have reinforced this trend as many services are now recorded as task records.

RAP provides the service or materials to satisfy 92 percent of the requests. This pattern was also established early and has progressed more toward RAP-supplied responses as the emphasis on brokered services has diminished.

Volume

During the first nine months of the 1980-81 program year, the network recorded 3,625 activities, a drop from the previous year's high (after adjusting for the shortened recording period). The decrease in activities is caused by two factors: first year projects characteristically have low volume and there were two new RAPs this year; and volume dropped at eight RAPs. Nonetheless, the volume exceeds all years but the previous one. On the average, each RAP responds to 28 requests per month, 242 during the nine month period.

There is a moderate correlation between numbers of grantees and volume. RAPs with many grantees tend to have high volume, the exception being Texas Tech, but the converse does not apply, i.e., RAPs with fewer grantees do not necessarily have fewer activities. The Pacific RAP, with only 12 grantees, leads all other RAPs in volume. Pacific and Chapel Hill RAPs have the highest volume, with over 400 activities. Portage, University of Illinois and Region III RAPs rank next, with between 365 and 345 activities. Region III RAP, in its second year, evidenced the most substantial increase in volume of any RAP.

The next cluster of projects -- Region VII, Mississippi, NYU, Los Angeles, and Alaska RAPs -- range between 260 and 210 activities. This middle group approaches the mean for recordings for the year. New England and University of Denver follow with 176 and 130 activities respectively. The workload for New England is identical to the previous year and the University of Denver, a new project, well exceeds the typical level of effort for first year projects.

Nashville and Texas Tech follow with 88 and 83 activities respectively; and last is Portland State with 39. The latter is a new project with a delayed start-up date; the volume at Portland is low even for a first year project, but there were an additional 64 activities which had been recorded within a month after the close of the reporting period. Consequently, volume is not as low as it appears here.

Relative to the previous year, volume decreased substantially at five RAPs -- the two new contractors, as expected, Chapel Hill and Pacific, both leaders in volume, but below previous levels due in part to changes in recording practices, and Nashville which underwent changes in staff and relocation of offices.

Activity Topic

Table 8, on the following page, presents the classification of activities by type for four years.

Table 8

Distribution of Transactions by Type, 1977-80

Transaction Type	1977-78	1978-79	1979-80	1980-81
Services	%	%	%	%
Brokerage	12	8	N/A	N/A
Facilitation	7	2	3	3
Training	8	5	4	2
TA	8	5	8	6
Information	26	29	28	26
Wares				
Materials	39	49	57	63

Wares, or materials, account for an increasingly larger portion of activities. Exclusive of manuals distribution (19%), materials account for 44 percent of the workload, comparable to the level of effort prior to the dissemination of manuals.

Facilitation, training, technical assistance, and information types of requests make up the service group. Fluctuations within service types are of minor significance over the reporting periods and almost imperceptible over the past three years. As noted earlier, many RAP-provided services are recorded on task records because they are time and labor intensive.

Among RAPs there is variation within the service categories. New England and NYU provide more technical assistance than the norm. Texas Tech and PSU provide proportionately more training than most other RAPs. The distribution of materials accounts for 79 percent or more of the activities at Region III and University Illinois RAPs, and 36 percent or less at the Pacific and Portland State RAPs. Where the mean for the information type of request is 29 percent, at PSU and Pacific RAPs this type comprises half of their activities, and only 11 percent of Nashville RAP.

These variations in activity types reflect the orientation of RAP staff toward their tasks. They also reflect the demands of a particular service area on the RAP that serves it.

Requestor Type

Two-thirds (66%) of all activities identify a Head Start requestor. Some RAPs are more Head Start-oriented than others. At PSU, Texas Tech, Denver, and NYU, 84 percent or more of their activities show Head Start requestors. Non-Head Start programs, for evaluation purposes, include every kind of agency other than Head Start grantees and delegate agencies. For example, non-Head Start requestors include resource providers, ACYF Regional and National Offices and their contractors, SEAs, LEAs, and a random smattering of others. In Alaska and the Pacific, where vast areas have scarce resources, RAPs serve broader communities than Head Start alone; 75 and 69 percent of their respective clienteles are non-Head Starts. Pacific has extensive interaction with providers, SEAs, and school districts. Alaska shows many exchanges with SEAs, LEAs, and many other agencies.

Network-wide, the distribution of services to non-Head Start requestors breaks out as follows:

• resource providers	8.6 %
• SEA/LEA/public schools	6.3
• other RAPs	3.9
• regional contractors	2.5
• Regional Offices	1.6
• others	10.5

The distribution of activities by non-Head Start requestors closely parallels that of the previous year with a very slight increase (.5%) in representation of SEA/LEA/public schools and a decrease (5%) in request from other RAPs. The most notable increase of all is seen among other requestors, an upward shift of from 2.4 percent above last year. ("Others" includes parents, students, individuals without affiliate agencies, day care teachers, and so forth.)

As in previous analyses, this year's information shows that RAPs' work with Head Start programs is most frequently through handicap coordinators (48%). The next most frequent contact is the director (19%). Pacific and Texas Tech RAPs have by far the most contact with directors, 50 and 56 percent respectively. Pacific grantees do not typically have handicap coordinators and the Region VI protocol, which Texas Tech honors, requires entry to grantees through the director.

Though still a small part of the workload, 14 percent identify Head Start teachers as requestors. The incidence of requests from teachers compares similarly to the previous year (16%). These transactions are commonly an outcome of mainstreaming training conferences and are usually requests for materials used, recommended or displayed at the conferences. Region III RAP shows the highest relative percentage (36%) of teachers as requestors; Mississippi and Chapel Hill follow with 27 and 24 percents respectively. Los Angeles shows the lowest representation from the teacher group; at this RAP, contact comes through Handicap Coordinators in 84 percent of the requests.

Fifteen percent of the activities identify other Head Start staff: education coordinators, nurses, health coordinators, parent involvement and social service coordinators, and other administrators. The representation among other Head Start staff is identical to the previous year.

Providers

In 92 percent of the recorded activities, RAP staff provide the services or materials. This trend, established in the first year, has progressively moved toward RAP-provided services or materials. Use of third party providers is proportionately consistent with last year. Nashville and Portage show the highest percentages of third party providers. Texas Tech draws heavily upon LATON staff to assist with on-site training, and PSU utilizes a subcontractor for the same purpose.

Resource providers, alone or supplemented by RAP, fill about four percent of requests. The most common types of resource providers utilized by RAP are individuals, programs, and institutions with special capabilities for assistance to handicapped children or staff working with handicapped persons. Other providers are regional contractors (.9%), SEAs (.3%), other RAPs (.7%), Regional Offices (.6%) and sundry others (.9%). These percentages are practically identical to those of last year.

Task Records

Task record reports relate to a specific RAP task and requires at least one or more days of work by RAP staff. By nature task records are more substantive than activities and may take place over time. A task record subsumes in it many minor events e.g., one record of collaboration with a State Education Agency will typically involve several meetings, exchanges of information or materials, correspondence, development of a draft agreement to exchange services, revision of the agreement, and so forth.

The computer task force standardized a form for recording tasks, accompanied by a handbook with recording instructions. The classifications of task records, with examples of each type, follow:

Classification	Examples
Needs Assessment	The process of developing an appropriate form and collecting data on the needs of Head Start programs; the process of canvassing grantees periodically; the collection of Head Start census data.
Conferences	State-wide conferences on mainstreaming conducted by RAP staff and consultants. The equivalent of a state-wide conference may be several workshops for clusters of grantees, or on-site training for individual grantees.
Training	Training provided by RAP staff or paid for by RAP staff, conducted on-site or at a large workshop and tailored to the individual needs of the participants. Topics include working with parents of handicapped children, writing and implementing IEPs, implementing federal regulations for making structures accessible to the handicapped, etc.

Classification	Examples
Technical Assistance	Ongoing or intensive technical support to a new handicap coordinator; development of a handicapped plan for services to handicapped children; assisting Head Start staff to locate appropriate services for a blind child; assisting in the implementation of a collaborative agreement between a Head Start program and a public school.
Advisory Committees	The process of selecting members for the RAP advisory committee and conducting the meetings.
Meetings	Presenting at or attending meetings of Head Start directors, RAP directors, professional societies, ACYF regional contractors, local handicap coordinators.
Record Keeping	Implementing the RAP record keeping system.
Collaboration	Ongoing efforts facilitated by RAP between Head Start and state and local education agencies, public schools, departments of health, SSI for the benefit of handicapped children.
Task Forces	Ongoing participation in, or development of a product for one of the RAP network task forces.
Special Projects	Mass mailings to Head Start programs or other user groups; the development of media materials; conducting research on RAP related issues; participating in radio or television presentations; developing or mantaining a lending library of materials.

Although the RAP record keeping system imposes a framework for analysis on the many and varied dealings of the RAPs, the records and practices continue to be imperfect. The system, as it stands, is by no means a management and information system. Many events go unrecorded. We know from other sources that there are fewer mainstreaming conferences recorded than conducted, that some tasks are unlikely to be recorded because they are less important than others, and that meetings tend to be underrepresented. Moreover, coding conventions vary from project to project. What some identify as training others categorize as a special project. In tabulating task records, the evaluators discarded inappropriate recordings and made adjustments so that all conform to uniform standards of classification, but we did not add numbers where we knew there were deficits.

Despite the differences of the system, task records give an excellent overview of the substantive activities undertaken by individual projects and distinguishes innovative efforts that represent a great deal of hard work. They reveal the differing approaches and philosophical leanings of individual projects -- their relative emphasis on interagency collaboration, or on-site training, or media development. A perusal through the task records of a project portrays the scope and intensity of the work. Table 9 gives the characteristics of task records for the 1980-81 project year, and below we see the similarity of the workloads for last year and this year.

	1979-80	1980-81
Training	20 %	20 %
Mainstreaming conferences	18	18
Presentations and "other" meetings	13	12
Technical assistance	8	8
Mass mailings	8	9
Collaboration	7	11
Head Start Directors meetings	5	5
Advisory Committee meetings	3	2
RAP meetings	3	3
(A)RAMIS implementation	2	0
Needs assessments	2	3
Special projects	9	7

In the first nine months of the program year, a total of 842 task records were recorded, an increase of 20 percent over the previous reporting period. This represents more than one large scale work effort per week at each RAP and an average of 56 per RAP for the nine month period. Eleven RAPs recorded an increase in task records; most notable increases were at Los Angeles, with many instances of individualized training and technical assistance, New England and Mississippi, with strong representation among all categories, and Texas Tech, with more than double the instances of on-site training of any other RAP. Only Nashville showed a decrease.

The proportionate distribution is almost identical to last year. Only for collaboration is there any notable increase.

Table 9

Characteristics of Task Records, 1980-1981

Content of Service Project Reports	New England	NYU	Region III	Chapel Hill	Nash-ville	Missis-sippi	U of I	Portage	TT	Region VII	Denver U	LA	Pacific	PSU	Alaska
Training	11	7	20	13	10	13	1	2	43	0	2	19	17	9	3
Mainstreaming Conferences*	8	9	13	6	8	6	5	9	14	17	12	10	12	7	8
Collaboration	8	4	12	4	1	8	1	4	0	3	7	7	17	4	9
Mass Mailings	8	6	4	9	10	6	3	4	0	3	3	3	12	0	3
Technical Assistance	8	4	7	0	0	9	3	2	3	4	0	11	10	0	4
Head Start Dir. Mtngs.	4	5	4	2	1	1	4	1	0	5	4	1	2	3	1
RAP Directors Meetings	2	2	2	1	2	2	2	0	0	2	2	2	2	2	2
Advisory Committee Mtngs.	1	1	1	2	1	3	1	1	0	2	1	1	2	1	1
Other Meetings	10	13	5	18	4	14	3	13	0	5	8	5	4	1	0
Task Forces	1	2	3	3	1	1	0	1	0	1	1	3	2	1	1
Needs Assessment/Census	2	1	1	3	0	2	1	3	1	1	2	2	1	1	1
Record Keeping System	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1
Special Projects	7	5	9	7	1	10	2	3	1	1	1	5	1	0	4
TOTAL	71	59	82	68	39	75	26	43	62	44	43	67	83	30	48

*or the equivalent

RAP Summaries

At New England, the tally of task records is among the highest, 71, and is characterized by equal distribution among conferences, on-site training and technical assistance, meetings, collaboration, special projects, and mass mailings -- all dominated by the massive effort of directing the computer task force. Counted only as one task record, it consumed 76 person days in the first nine months of the contract and included selecting hardware, designing and developing software, and arranging for the procurement of equipment. Collaboration efforts are proceding on several fronts. Under a grant from the Regional Office, RAP has placed a half-time staff member in Connecticut to promote collaborative agreements between Head Start and local school districts. With Children's Hospital RAP planned a series of workshops on child abuse of developmentally disabled children; the Massachusetts SEA presented workshops at RAP training conferences based on a publication, "Mainstreaming Through the Media," which has been reprinted by the Regional Office at RAP's recommendation,and distributed to grantees. Quarterly handicap coordinator's meetings are sponsored by RAP in Massachusetts. Training and technical assistance for grantees is often sustained over time and the diversity of help demonstrates the range of skills offered by RAP staff. Other task records describe mainstreaming conferences, a diagnostic services conference co-sponsored with Boston Children's Hospital, attendance at Head Start director's meetings, presentation at the Maine Association of Young Children with Special Needs, participation in quarterly meetings of the New England Association of Trainers, Regional Office contractors, assisting HSTC with their regional conference, mass mailings of resources, and hosting the National RAP meeting.

The NYU RAP recorded 59 task records. Mainstreaming conferences were held with sessions for new and previously trained teachers, training of trainers, generic topics and workshops on specific handicaps; the approach to training in Puerto Rico and the Virgin Islands has been adapted to the requirements of the programs. Several special projects were underway: development of their latest position paper, "Asthma, Allergies and Anemia"; translation of the Epilepsy paper into Spanish; participation on the Women's Action Alliance Task Force, which is reviewing and developing non-sexist materials for children and adults with disabling conditions; the design, completion and compilation of a survey of Head Start interactions with state education programs for the State Education Agency. Task records reflect the NYU approach of training trainers at meetings of Head Start directors, coordinators of services to the handicapped, state-wide preservice workshops, and RTO conferences. Of special note was a single focus workshop on deafness presented to handicap coordinators. Other task records described many meetings with coordinators of service to the handicapped and with the Regional Office Director, mass mailings to grantees, and participation on two RAP task forces.

Region III RAP recorded 82 task records, an increase of 52 percent over the previous period. The workload at this project reflects their goal of training at least one-third of the region's teachers at 13 state-wide and clustered mainstreaming conferences and in 27 instances,on-site training and technical assistance, individualized to grantees needs. As an example, RAP drew upon the excellent resources of its sponsor, the Georgetown University Hospital Child Development Center, to verify all the documentation of a program where 27 percent of the children were diagnosed as handicapped; staff recommended an interdisciplinary screening process, assisted in locating local resources, and designed a record keeping system for the program. Region III RAP went on-site to train on "504" regulations and the self-assessment process for Head Starts, on specific handicaps, LAP, emotional development, infant intervention, expressive play techniques, the rights of parents under PL 94-142 for an audience of Head Start parents, and IEPs. Special efforts continue for the large Washington, D.C. grantee that involve working with providers to obtain speech services for the grantee; developing a formal agreement between a large delegate program and a speech clinic; providing training for teachers on individualizing techniques for group settings, team diagnosis, and working with professionals; and developing a plan to assist the grantee in meeting the ten percent mandate to serve handicapped children. Collaborative efforts have advanced with Developmental Disabilities, SEAs, LEAs in Pennsylvania, the Washington Child Development Council, and the National Interagency Project. Special projects include a jointly developed needs assessment with the Head Start Regional Training Center; presentations at a series of conferences sponsored by the Mayor of Washington, D.C.

to inform the community of special programs available to residents; and the development of hand-out materials on IEPs, stress and burnout, behavior management, and hearing disorders. Other task records document mass mailings, meetings with providers and Head Start programs, and participation on three RAP task forces.

The 68 task records of Chapel Hill RAP show the project's emphasis on supporting the network of Specially Funded Coordinators in Region IV by frequent attendance at their meetings; supporting Regional Office objectives with the development of media on Early and Periodic Screening, Diagnosis and Treatment (EPSDT), and Section "504" regulations; and providing individually tailored training for grantees. In many ways Chapel Hill's support to regional efforts is apparent -- by working with STOs and Westinghouse contractors, by providing state workshops on "504" regulations, by providing training to new Head Start staff as an orientation to the handicap effort, and by tracking the status of handicap services to insure that the ten percent handicap mandate is met in each state. In collaborative efforts, RAP developed and finalized an agreement with the North Carolina SEA; coordinated with EPSDT and other SEAs; and developed a series of ten training sessions on curriculum, assessment and parent advocacy jointly sponsored by RAP and BEH projects in North Carolina. RAP continues to distribute a periodic listing of available materials (RAPAIDS), to grantees. Other task records treat mass mailings, participation on three RAP task forces, and a dual needs assessment process for teachers and administrators, conducted by Specially Funded Coordinators.

The Nashville RAP recorded 39 task records, a level substantially below most RAPs and also below their own high record of the previous year. The records reflect eight mainstreaming conferences, several mass mailings to grantees, collaborative work with the state of Tennessee, and participation on the RAP task force on handicap funds (PA26). There were ten instances of on-site training for grantees on IEPs, observation skills, interest centers, and a workshop on the management of child abuse cases. At the Tennessee SEA in-service workshop, RAP made a presentation on the Head Start mainstreaming effort, and throughout the year RAP has encouraged collaboration between Head Starts and Child Check projects, local education agencies' preschool incentive money. Other records detail meetings with Advisory Committee members, Specially Funded Coordinators and Head Start directors.

The Mississippi RAP recorded 75 task records. Like Chapel Hill, the Mississippi RAP has supported the Region IV objectives of conducting training on Section "504" regulations, and, through frequent meetings with Specially Funded Coordinators, RAP has reinforced the SFC network and in turn enjoys the benefits of their supprot at local programs. With only one state to serve, the RAP has courted service providers in the state; RAP staff is represented on boards for United Cerebral Palsy, Developmental Disabilities, the SEA Manpower Committee for Exceptional Citizens, and the SEA Committee on PL 94-142; cooperative work with the MESH consortium and Learning Resource Services continues; and at the local level, RAP brought a Head Start and a Local Education Agency together to discuss collaborative efforts.

In addition to conducting six mainstreaming conferences and delivering training and technical assistance on-site, RAP was engaged in several innovative and diverse special projects -- staff participated in a telethon for United Cerebral Palsy and taped a TV talk show about the mainstreaming conferences; they conducted a survey of Head Start/LEA collaborative exchanges and are exploring the possibility of studying the longitudinal effects of Head Start in Mississippi. Other task records document the process for developing a needs assessment and collecting the data through the SFC network, conducting four workshops at the week long State Head Start Directors Association, conducting home-based training for administrative staff, and several mass mailings.

The University of Illinois RAP has recorded 26 task reports, the lowest volume among RAPs. Here RAP has made a concerted effort to work with all regional contractors with handicap responsibilities, the Regional Office and Portage RAP, to define the roles of each of the contractors. The Region V RAPs made a joint presentation at the Regional Head Start Conference. Meetings have been conducted with the state advocates to discuss collaboration with SEAs; the advocates take the lead in work with the SEAs, but RAP has met several times with Developmental Disabilities to explore possible exchanges there. Six mainstreaming conferences were conducted. There were a few instances of on-site technical assistance to review the validation process and the accompanying documentation for the handicap effort, and to assist a new Head Start director with developing an agreement for shared services with local school districts. Other task records indicate substantive mass mailings to grantees and the preparation and distribution of a quarterly newsletter.

The Portage workload of 43 task records is slightly below average. It portrays the concerted effort to coordinate with the Regional Office, the state advocates, the University of Illinois RAP, and internal to the Portage operation, with Project TEACH. The tally also calls attention to numerous meetings with handicap coordinators, a network that RAP has nurtured for several years. RAP has worked cooperatively with the advocates and the three SEAs, and has developed a collaborative agreement with Wisconsin SSI Disabled Children's Program. Most of RAP's training occurred at the nine mainstreaming conferences it hosted and at handicap coordinators' meetings. On two occasions they visited the large Detroit grantee to provide technical assistance in preparation for the in-depth validation, and to assist the grantee in meeting the ten percent handicap mandate. Special projects illustrate the development of a method to systemmatically evaluate materials loaned to Head Starts by RAP, the process of obtaining university credit for attending mainstreaming conferences, and the development of certificates for attending RAP conferences. There have been a few mass mailings, an assessment of grantees' needs, periodic telephone canvasses of grantees, and participation on a RAP task force.

The volume of task records at Texas Tech RAP is average, but the records distinguish this project as the most training-oriented. Of 62 records, 14 identify mainstreaming conferences conducted for clusters of grantees, and 43 recount separate instances of on-site training throughout the region. No other RAP even approaches this intense, singularly focused proclivity for training. The Skill Building Blocks developed at Texas Tech provided the framework for many of the workshops, but numerous others ranged widely in topics, such as rural service delivery, advocacy, learning centers, fund raising, policy council rights and responsibilities, working with service providers, as well as the more conventional topics of assessment, IEPs, behavior management, specific handicapping conditions, working with parents and teaching methods.

No meetings have been recorded, nor collaborative activities, nor task force participation, although RAP has chaired two task forces and participated in another.

The 44 task records tallied at the Region VII RAP portray their approach of offering many sessions for single or clustered grantees rather than statewide mainstreaming conferences. Seventeen workshops, considered as the equivalents of conferences, were held in the four-state area; one was a statewide session, another series was presented at Head Start Directors meetings, and still others were presented to one or more grantees. The task records also verify the continuing and mutually supportive relationship with the ACYF Regional Office, and the value placed on attending meetings of Head Start directors and handicap coordinators. The project's goal of reestablishing credibility among SEAs is represented in task records with three of the states, culminating in a signed collaborative agreement in Nebraska. Other task records give accounts of the needs assessment process, mass mailings, participation on the computer task force, on-site technical assistance, and a new approach to rendering services to the large Kansas City programs by clustering them and planning training for the group.

A new contractor this year, the University of Denver RAP has recorded 43 task records. They trace many steps necessary to start up a RAP contract -- introductory meetings with Head Start directors, regional contractors, and frequent meetings with Regional Office staff. The task records also describe uncommon successes for a first year project, namely, the development of collaborative agreements with the SEA in Utah and the Health Department in Colorado. This RAP conducted 12 mainstreaming conferences using formats that best responded to the geographic demands of the region or desires of the grantees. In North Dakota, RAP staff went to each grantee with training tailored to those specific enrollments; some cluster conferences were held, as were some state-wide conferences. Prior to mainstreaming sessions, RAP contacted grantees and reviewed the needs recorded by the previous contractor last spring. The RAP also conducted an Advisory Committee meeting made three mass mailings to grantees and provided two training sessions to the Denver grantee on child development,particularly focused on language acquisition; they also provided an inservice session on individualized planning to social service staff.

Los Angeles, with 67 task records, has the greatest increase over the previous year, marked by a most dramatic expansion of on-site training and technical assistance, where last year there was virtually none. In addition to 12 training conferences, RAP provided 19 workshops on-site or before convened groups. The topics of the conferences were diverse, including sessions on diagnosis, assessments, advocacy, behavior management, hearing loss, mainstreaming, and developing interagency agreements. Another characteristic that distinguishes the Los Angeles RAP is active participation in professional organizations, and with these and other agencies serving handicapped children, RAP is represented on advisory committees. Collaborative work is ongoing with State Education Agencies, the Committee for Young Children with Special Needs, the California SIG, the California Consortium of BEH projects, and, RAP is developing an agreement between a Head Start program and the Rainbow Center for Exceptional Children. Other task records relate RAP's participation on three task forces, interaction with the Regional Office, mass mailings, and special projects that entailed compiling data for the Congressional Budget Office, researching speech and language licensure in California, and developing, reviewing and field testing teacher training workshop materials.

The Pacific RAP recorded the highest numbers of task records, 83. They recount 12 training workshops, considered to be the equivalent of mainstreaming conferences, and seventeen training sessions for the grantees. As in the past, the Pacific RAP has been able to deliver training within the contract scope, adapting it to the wide ranging needs of culturally diverse populations, and arranging for university credit for the Hawaii conferences. This RAP has urged grantees to designate a staff member responsible for the handicapped effort and then helped each grantee to develop a handicap plan. Training for the Pacific grantees, except those in Hawaii, usually lasts a week, and the topics are similar to those on mainland: assessment, team development, IEPs, handicapping conditions, use of resource providers, observation skills -- but always with an overlay of child development and basic teaching techniques, because opportunities for training are limited in the out islands. The poor health conditions in the islands have caused RAP to pursue collaborative agreements with Departments of Health as well as Education, which accounts for the high number of task records in this classification. Mass mailings keep grantees up to date on Head Start initiatives and issues relevant to handicapped services. In addition, RAP participated in conferences held by professional organizations in Hawaii and California.

Portland State University RAP, a new contractor, had a slow start, but once begun, the RAP workload (30 task records) resembles other established projects, and even surpasses them in some endeavors. Well grounded in the regional Head Start system, RAP conducted seven state mainstreaming conferences, provided training at STATO meetings, and on occasion visited single programs to train on IEPs, interdisciplinary staffing and generic topics. RAP has been successful in working with the Regional Office to obtain collaborative agreements with SSI and the SEA in Oregon. Coordination has been begun with PREP, a BEH project located at PSU, to plan joint training in the coming year. RAP has tracked the progress of three specially funded interagency projects in Region X, participated in their task force, offered to disseminate the handicap information, and convened the group to write a summative report. Other task records document participation on the RAP curriculum task force, the assessment of Head Start needs, attendance at Head Start Directors meetings, implementation of the record keeping system, and selecting and conducting the RAP Advisory Committee.

The Alaska RAP workload of 48 task records, represents their penchant for providing many training sessions to grantees. Although there are only three grantees in Alaska, the RAP provided 18 on-site workshops, the equivalent of mainstreaming conferences, and for the Anchorage grantee, it offered training and technical assistance repeatedly through the year. Another distinctive mark of the Alaska RAP is the collaborative work cultivated with Local Education Agencies throughout the state and with the SEA. Special projects include the maintenance of a lending library, the development of a Home Safety Booklet that was an outgrowth of the Burn Project, and chairing the RAP speech task force. The Alaska RAP is a resource to many of the state's providers; the staff lends audio visual equipment to providers throughout the state. RAP arranged credit for a work study program with the Alaska/Pacific University for the RAP coordinator.

Task 4: Conduct State Training Conferences

In the third year of an intensive annual campaign to train one-third of the teachers to mainstream children with specific handicapping conditions, the RAP network conducted 165 workshops to reach 11,087 participants in the 1980-81 program year. Among the participants were 5,374 teachers, 2,441 teacher aides, and 3,272 others; together they represented 80 percent of the Head Start grantees in the country.

The RAP scope of work specified that each contractor should sponsor a minimum of one training conference in every state within its service area. Conferences were to be held for two days, or something equivalent. For teachers not previously trained, the training conferences were to introduce the eight handicapped manuals by providing an overall orientation to the manuals, to the concept of mainstreaming as it applies to Head Start, and to the rationale and intended usage of the manuals by Head Start personnel. The training guides developed by New York University RAP* were to be used by RAPs for the state training workshops.

Evaluators saw a broader interpretation of this task this year, a trend that had begun to take form during the 1979-80 program year. More than half of the RAPs made on-site and/or cluster training available to between one and 16 grantees at a time. Sometimes these smaller workshops were offered in addition to state-wide conferences; at other RAPs, all of the Mainstreaming Preschoolers training was conducted this way. In each case, the divergence from the original training delivery model was intended to be more responsive to grantees who could not spend dollar and time resources traveling to statewide workshops. In another accommodation made by several RAPs to directors' requests, training was shortened from two days to one. Directors were reluctant to release teachers for two days, again for financial and program reasons, and several indicated they could send staff for only one day if two-day conferences were scheduled. Therefore, RAPs in those areas often split sessions, holding one workshop early in the program year, and another later; other RAPs chose to spend one day at each of several sites, thereby reaching as many participants over several days as they might have in one two-day workshop.

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*New York University SCE, Region II RAP Mainstreaming in Head Start: Training Strategies for Introduction to Generic Concepts and Specific Categorical Skills of Mainstreaming. (English and Spanish versions). Training Activities and Strategies: A Handbook for Head Start Supervisors and Coordinators Providing Staff Training on Concepts of Mainstreaming

RAPs found the Head Start personnel registering for the conferences to be a combination of entry level trainees and two and even three year veterans. Some RAPs, still trying to reach teachers who had not yet been trained on the manuals, had designed manuals conferences by adapting the original NYU training model e.g., three introductory generic concepts on the first day and a choice of two handicapping conditions on the second. They specified in training announcements that only those teachers who had not previously been trained should attend.

Others designed first tier training for new participants using the NYU model and sequentially appropriate training for the more experienced. Yet others, knowing that they had already reached as many teachers as was likely through the initial training model, offered only sequentially appropriate topics and their own formats. In the RAP scope of work sequentially appropriate topics included but were not limited to screening, assessment, diagnosis, writing and implementing the IEP, integration of components, and recruitment. RAPs determined whether these or other topics took participants to the next level of knowledge and skill. The RAP by RAP discussion describes the wide range of topics and approaches which resulted.

Another specification of the task asked RAPs to give teachers not previously trained an opportunity to focus specifically on two handicapping conditions. Training for new and repeat participants permitted this. Before audiences who had already been trained, several RAPs concentrated on specific impairments within general handicapping conditions (e.g., mental retardation with an emphasis on Down's Syndrome, or health impairments with an emphasis on sickle cell anemia).

Finally, the RAP scope of work specified that if RAPs offered training to home visitors, the Portage Manual and Training Guide must be used. Portage Project developed these two new products to be used by RAPs during the 1980-81 training year. Serving Handicapped Children in Home-Based Head Start is a handbook for home visitors. Training Guide: Serving Handicapped Children in Home-Based Head Start is the companion training manual to be used by RAPs as they train personnel to work with handicapped children in the home setting. Ten RAPs offered home-based training. Of these, two did not use the training manual because they had begun training before it arrived, one followed the guide strictly; three others designed their own training using the guide as references and two collaborated with or deferred to Home Start Training Centers (HSTCs). Two did a combination of the above.

Most RAPs did not offer training focused on the social service component this year, choosing to wait instead for the NYU training guide currently being developed. However, four RAPs did schedule their own training for social service staff.

Table 10, Characteristics of RAP State Conferences, 1980-81. summarizes the number of conferences, the number and percentages of attending grantees, the number and percentages of attending teachers and teacher aides, respectively, the number of others, and the total number trained for each RAP. (Because some RAPs did not distinguish between teachers and teacher aides, evaluators used findings from the Head Start telephone survey to estimate the percentage of teachers and teacher aides in those RAPs' service areas.) Relative to last year, more conferences were conducted (165 versus 139) reflecting the trend to offer more individualized on-site and/or cluster training. Fewer teaching staff were trained (7,815 teachers and teacher aides, compared to 8,216). Almost exactly the same number of others were trained this year as last (3,272 compared to 3,236); in total 3 percent fewer participants (11,087 instead of 11,452) attended due to the number of participating teachers. During the three year effort RAPs have trained 33,835 persons at mainstreaming conferences.

Grantees gave a number of reasons for not sending teachers to the conferences. Table 11, Reasons Grantees Did Not Attend Manuals Training, As Reported by RAP, Showing Numbers and Cited Reasons lists these. Most frequently appearing were "schedule conflicts" (33%) (in-depth validations, spring breaks, other scheduled training),"inadequate travel funds" (17%), "staff turnover" (11%) and "no need for training" (11%),or "no interest" (11%). Other reasons cited were "RAP training already received" (9%), "training scheduled later in year" (7%), "no shows/no reason given" (7%), "travel difficult" (4%), "weather difficult" (4%), "designed own training with RAP's help" (2%), and a few miscellaneous others (2%).

Table 10

CHARACTERISTICS OF RAP STATE TRAINING CONFERENCES
1980 - 81

		ATTENDEES							
	No. of Manuals	Grantees		Teachers		Aides			
RAP	Conferences	No.	%	No.	%	No.	%	Others	Total
New England	9	66	93	456	56*	80	12*	170	706
New York University	10	77	96	658	34**	156	8**	327	1,141
Region III	13	97	86	801	49	300	21	341	1,442
Chapel Hill	8	110	88	444	28*	155	11*	172	771
Nashville	8	73	83	306	24	141	12	170	617
Mississippi	6	23	96***	212	15	175	12	100	487
University of Illinois	5	68	58	486	26*	527	32*	339	1,352
Portage	9	79	91	424	35*	145	12*	269	838
Texas Tech	14	77	52	471	26*	200	11*	372	1,043
Region VII	23	62	93	180	28*	147	41*	297	624
University of Denver	13	48	77	160	34	98	24	185	443
Los Angeles	10	51	88	503	29	126	11	312	941
Pacific	12	11	92	129	75	72	58	93	294
Portland State University	7	42	82	114	26	80	37	82	276
Alaska	18	3	100	30	81	39	87	43	112
TOTAL	165	887	80	5,374	32	2,441	16	3,272	11,087

*RAP did not have separate numbers for attending teachers or teachers aides, or total numbers of teachers or aides in region; formula used.
**From PIR data, so includes Title XX, etc.
***Everyone has been trained at 24th Head Start.

Table II

REASONS GRANTEES DID NOT RECEIVE MANUALS TRAINING,
AS REPORTED BY RAP, SHOWING NUMBERS AND CITED REASONS

New England:	Reporting No Training	5
	In-depth validation in process	2
	Complete staff turnover and adjustment	1
	Previously planned staff meeting	1
	Adequate training from local resources	1
New York University:	Reporting No Training	3
	No travel funds	1
	Registered, but did not come	1
	Staff turnover; decided not to attend	1
Region III:	Reporting No Training	16
	Had received preservice training at RAP	1
	Involved with CMRs	*
	Did not need training	*
	Inadequate travel funds	*
Chapel Hill:	Reporting No Training	15
	Inadequate funds	*
	Conflict with other training scheduled or IDVs	*
	Had already had training	*
	Oversight by SFC	*
Nashville:	Reporting No Training	15
	Scheduled for summer, 1981	9
	Inadequate travel funds	*
	In-depth validation in process	*
Mississippi:	Reporting No Training	1
	All teachers had been trained	1
University of Illinois:	Reporting No Training	26
	In-depth validation in process	*
	Bad weather	*
	Staff turnover	*
	Not interested in training	*
Portage:	Reporting No Training	3
	Self-assessment validation instrument (SAVI) in process	*
	Conflict in dates	*
	Funding problems	*
	Administrative staff turnover	*
Texas Tech:	Reporting No Training	12**
	In-depth validation in process	2
	Difficulty with travel funds	2
	Training scheduled for August, 1981	3
Region VII:	Reporting No Training	5
	Staff turnover	1
	No reasons given by Head Start	*

University of Denver:	Reporting No Training	14
	Spring break	1
	Screening in process	1
	No funds for travel or training	1
	Did not come because of bad weather	2
	Training scheduled for Montana in September	9
Los Angeles:	Reporting No Training	7
	Lack of travel funds	*
	Scheduling conflicts	*
	Developed own training with RAP support	2
	Sent staff to RAP sessions at Nevada state conference	2
Portland State University:	Reporting No Training	9
	In-depth validation in process	2
	Head Start program's emphasis was on social services	1
	Travel difficult	1
	Did not need handicap training	1
	Does not attend any training	1
	No information	3

*No breakout given

**TTU RAP trained half of the 33 consortia in their service area this year, and the other half last year

Although RAPs still believe that the manuals training sets a tone for Head Start's mainstreaming efforts and provides basic information, many feel it is now time to find a new focus for training. RAPs exercised a great deal of flexibility and ingenuity this year to keep the mainstreaming conferences fresh for themselves and for participants, and in the process some of the uniformity of the effort was lost. On the pages which follow are summaries explaining 1) how each RAP chose training topics, 2) how conferences were organized, 3) numbers of participants and conferences, 4) whether the NYU or Portage manuals were used, and 5) what follow-up T/TA is being provided. Data in this chapter were gathered from RAP projects and may not compare identically with our impact data collected in telephone interviews with Head Starts. However, overall, the findings are corroborated. RAP's report that 32 percent of the teachers have been trained compared to 37 percent reported by Head Starts. RAP records show that 80 percent of the grantees attended conferences compared to 81 percent reported in interviews with Head Start programs.

RAP by RAP Discussion

New England RAP sponsored seven two-day conferences, a one-day makeup training session on diagnostic services for five Vermont grantees whose training had to be cancelled last year, and one on-site training day for a Vermont grantee who was only able to attend one day of the state level conferences in December. Sixty-six (66) of 71 grantees, or 93 percent, registered participants at the conferences. RAP trained 456 teachers and 80 teacher aides, estimated to be approximately 56 percent and 12 percent of the 1,500 reported teacher and teacher aides in the region. One hundred and seventy (170) handicap coordinators, directors, component coordinators, bus drivers, Regional Office staff, State Training Center staff, LEA personnel and private providers brought the total number of persons trained to 706.

RAP held planning sessions for the conferences in each of the six states it serves. This year Region I State Training Centers' (STCs) contracts required STCs to collaborate with RAP. In Maine, New Hampshire, Vermont and Rhode

Island, RAP staff planned the conferences with members of the STCs' State Advisory Committees (SACs). In Massachusetts the STC contract was newly let and a State Advisory Committee not yet formed; RAP asked directors at the Massachusetts State Head Start Directors' meetings for suggestions. The Connecticut STC, also without a SAC, advised RAP to contact programs directly. In all cases needs assessments compiled the previous year and extensive phone conversations were used to fix specific agendas for the conferences. Planners set dates and locations, and suggested facilities. RAP preregistered participants who would stay for two days and gave priority to teachers and teacher aides.

Planners in all six states designed two-day workshops with sequentially appropriate topics scheduled the first day and a choice of between two and five handicapping conditions on the second. In Vermont the first day of training included two series of workshops - one focusing on home-based and one on center-based programming. Second day topics requested by Massachusetts programs concentrated entirely on emotional and behavioral problems. This year Head Start directors wanted more sophisticated training, leading RAP to choose several sequentially appropriate sessions as first day offerings and to refine sessions on handicapping conditions to more specific conditions (e.g., "Mainstreaming Children with Orthopedic Impairments with an Emphasis on Cerebral Palsy and Spina Bifida," and "Mainstreaming Children with Mental Retardation with an Emphasis on Downs Syndrome"). RAP staff usually presented on the first day and recruited new consultants to present on the second day. Certificates of participation were awarded to every participant.

In New Hampshire and Connecticut, where many were first-time participants, New England RAP used the NYU training guide for an introductory session on mainstreaming philosophy. Otherwise, the RAP offered such sessions as ongoing assessment and developing individual plans, parent involvement, and alternative sources of funding. The Massachusetts SEA conducted two workshops in Massachusetts on the use of children's books and other available materials to encourage better understanding of individual differences. In Connecticut, RAP asked a special education coordinator and Head Start director who had executed a Head Start/LEA agreement to explain the process in a panel discussion and to share materials. At all conferences, RAP also focused attention on environmental effects on behavior by using consultants from the Massachusetts College of Art project on Adaptive Environments.

At all but one conference, home-based training was scheduled as there is a growing interest in the home-based option among Head Starts in the region. RAP used parts of the Portage training guide, but mostly developed their own presentations.

New England RAP postponed five training sessions on the social service component because materials were not yet available; all participants were forewarned well in advance.

Several Head Starts have arranged for consultants to come on-site to operationalize the training from the conferences. RAP has also been asked to do pre-service and on-site training session on the Portage home-based model.

NYU RAP's conviction that meticulous preparation paves the way to a meaningful experience for participants and trainers was once more evident in the steps they followed to design and implement training conferences in Region II. RAP staff met with directors or Coordinators for Services to the handicapped (CSHs) and/or education directors in each part of the region where workshops were to be held. Head Start personnel were asked for input on content areas and types of specialists to be enlisted as trainers. RAP reviewed census information, in-depth validations, former trainees' evaluations and the Annual Survey. RAP offered second and third tier training at four of the five two-day conferences scheduled in New York and New Jersey, and first and third tiers in New York City. Based on their previous attendance, participants were assigned two generic topics. First tier generic topics were the IEP process and screening, assessment and diagnosis; intercomponent teamwork and curriculum ideas for integrating individual and group needs were the assignments for second and third level trainees. Planners selected aggression, asthma, allergies and anemia, common visual impairments, hearing impairments, language stimulation, and preceptual and sensorimotor activities in the classroom as specific emphasis among the handicapping conditions; participants selected two on pre-registration forms and each was able to attend his or her first choice. RAP had two parents, one a Head Start alumni, make presentations on their experiences as parents of preschool children with handicaps. Workshops on nutrition and its effects on development, and communication rounded out these conferences. Home visitors in upstate New York were able to select a session on mainstreaming in the home-based program.

RAP arranged sessions for "training of trainers" on curriculum design in Puerto Rico, and trained teaching staff on curriculum and materials development in St. Thomas and St. Croix. The film Krista, developed by the Los Angeles RAP, was incorporated in the design. They also spent the first day of the three day New York City conference training education directors and Coordinators of Services to the Handicapped on the new generic workshops to be received by third level participants, and another day training upper New York state grantees on the first level generic topics.

NYU trained 658 teachers (34%) and 156 aides (8%) at 10 conferences in New York, New Jersey, Puerto Rico, and the Virgin Islands. Four of the conferences were two-day events; training in New York City lasted three days because it included a day for education directors and CSHs; training in Puerto Rico, the Virgin Islands, and the training for first level participants in Upstate New York were each one day workshops. The total number of others trained at the conferences was 327, and included mostly education directors and Coordinators of Services to the Handicapped, but also some directors, and a few bus drivers and health and special needs aides. The 1,141 participants represented 77 of the 80 grantees (96%) in the region.

NYU RAP used the NYU training guide only in New York City to train first level participants. At training for home visitors in Upstate New York the RAP used the Portage manual as a guide and a reference. They distributed the handbook to all home visitors and the training manual to supervisors at programs which have a home-based option.

NYU RAP is generally not able to provide follow-up training and technical assistance after conferences, although they will do so for programs serving more than 120 children, such as New York City. Instead, they have expanded their training to give CSHs a sense of their own responsibility for training staff in their own programs and are linking specialists up with these CSHs to facilitate the training process.

This year Region III RAP tailored its training format to meet individual program needs, and to reach more teachers in Region III. The RAP succeeded in training 49 percent of the teachers and home visitors in its service area, and 21 percent of the teacher aides at cluster training and conferences.

RAP used a Region III T/TA needs assessment as an initial reading of grantees' needs for the workshops. Most important to the topic selection process, however, were conversations at directors' meetings and by phone with directors and handicap coordinators, usually focusing on the training needs the programs had identified for themselves. When all had been compiled, the RAP identified subject areas and providers to do the training with RAP staff. RAP sent Head Starts the final details about training sites and dates and pre-registration forms for sessions. This year RAP was able to give every participant his or her first choice.

The RAP planned state-wide conferences in five of their six states and individual or cluster training in three. All grantees were invited to a large workshop in their state except in the District of Columbia where programs were offered individual on-site workshops. The majority of programs in Maryland, Virginia, and Pennsylvania elected to attend a state-wide two-day conference in their own states. Delaware directors released teachers for a one-day conference and closed all centers to allow teachers to attend. In West Virginia, directors negotiated with RAP for two training conferences in conjunction with directors' and parents' meetings. Directors agreed to register teachers for one day of training, and on one other day, RAP presented a session for directors on collaboration and another session for parents on PL 94-142. Additionally, RAP arranged on-site training on the handicapping conditions and sequentially appropriate topics for three large programs and two clusters in Pennsylvania and Virginia who were not able to attend the state-wide conferences.

Region III RAP trained 801 teachers (49%) and 300 (21%) teacher aides in addition to 341 directors, component coordinators, administrative staff, nutrition aides, cooks, bus drivers, service providers, parents, Foster Grandparents, and LEA and SEA personnel. Ninety-seven (97) of 113 grantees (86%) were represented in the total number of 1,442 participants at 13 conferences.

RAP offered combinations of the following generic and sequentially appropriate topics at the conferences: screening and assessment, parent involvement, attitudes and expectations, IEP development, curriculum, and stress and burnout. Participants chose two to four handicapping conditions from such topics as working with mentally retarded children, the speech and language impaired child, developmental delays, working with children who have behavior disorders, motor development, the emotionally disturbed child, and the perceptually disabled child. Region III RAP also trained trainers at handicap coordinator forums during the Maryland, Delaware, and Virginia state conferences, and offered home-based training at the Pennsylvania and Maryland conferences and for a cluster in Virginia.

RAP used Training Activities and Strategies* as a guide in designing their "training the trainer" sessions; they used the Portage home-based training manual the same way and developed their own format for the training.

Staff and consultants used slides of children's art to instruct participants in art therapy; videotapes interwoven with discussion demonstrated how teachers can handle fears and behaviors when working with autistic children, and standardized burn-out scales allowed participants to assess their own level of stress and burn-out.

RAP staff distributed request-for-service forms at each conference, and were often able to provide follow-up technical assistance on-site or by phone after the conferences. Several were requests for help related to child abuse, as well as behavior management and sensorimotor disorders.

Chapel Hill RAP make an effort to reach teachers who have yet to receive training on the mainstreaming manuals. Options regarding content and format were decisions made jointly by RAP staff and the Specially Funded Cluster Coordinators (SFCs). In RAP/SFC meetings, planners gleaned input from needs assessments completed the previous spring by teachers, teacher aides, and administrators. They first developed an overview of needs for the whole region, and then cluster by cluster. Together they determined training needs that could be met by RAP staff and by the Specially Funded network.

Generic concepts were presented on the first day of all four Florida conferences; assorted combinations of handicapping conditions (learning disabilities, speech and language impairments, mental retardation, emotional disturbance, hearing impairments) were offered on the second day for participants to select two. RAP designed two-track training in Georgia and North Carolina. Participants in North Carolina received a choice of three or four generic topics: introduction to the IEP, implementation of the IEP, utilizing classroom materials for working with handicapped children, and behavior management and the handicapped child. On the second day teachers and aides chose two from three handicapping conditions: mental retardation, speech and language impairments, and learning disabilities. In Georgia, for those not previously trained, RAP and the SFCs introduced developmental milestones and the handicapped child and behavior management techniques for working with handicapped children; as advanced topics, RAP offered writing and implementing IEPs and screening and assessment. They also offered participants sessions on learning disabilities, mental retardation, emotional disturbance and speech impairments. South Carolina handicap coordinators asked RAP and their SFCs to repeat the same sessions both days and to incorporate generic topics into them: learning disabilities, speech and language disabilities, mental retardation, writing and implementing IEPs. From these participants selected two in-depth sessions.

Chapel Hill RAP conducted eight two-day conferences. They reported training 599 teaching staff; evaluators assigned percentages for teachers and aides according to the ratio reported by the Head Starts in the telephone survey i.e., 72 percent teachers (444) and 28 percent teacher aides (155). One hundred and seventy-two (172) others included component coordinators, parents, resource providers, LEA and SEA personnel, State Training Office staff, directors, and social service aides. Representatives from 110 of 125 grantees (88%) were in attendance.

RAP staff used the NYU training guide to conduct first level generic concept training in Florida, and occasionally in South Carolina where they built the generic concepts into sessions on the handicapping conditions. Staff developed quiz show formats, problem-solving techniques, values clarification, structured role play, and pre- and post-tests to spark new interest in the session for themselves and for participants. Chapel Hill RAP left home-based training to the Home Start Training Center staff in Region IV.

The Specially Funded Coordinators are generally responsible for follow-up training and technical assistance in the four states in Chapel Hill RAP's service area.

Nashville RAP located consultants who were themselves special needs therapists or teachers, who could give teachers hands-on experience in the training setting and who had had experience training paraprofessionals. RAP staff had previously received a great deal of assistance from consultants from two OSE projects with whom they shared office facilities: this mutually beneficial relationship ended when the OSE funding changed.

Decisions about content were made by RAP and Specially Funded Cluster Coordinators, based on assessment of teachers' needs conducted by the SFCs in August, 1980. RAP relied heavily on these assessments and perceptions of the Specially Fundeds to extrapolate key content areas for the training workshops. When the agendas were set, RAP notified Head Starts, and then called local handicap coordinators to confirm attendance numbers and agendas. In the future RAP staff will ask local handicap coordinators for more direct input to accommodate individual program as well as cluster needs. RAP and the Specially Funded Network planned several beginning level and sequentially appropriate workshops. Tennessee SFCs elected to have two one-day conferences for each of the four clusters. Alabama coordinators decided on two one and a half day workshops, to be attended by northern and southern clusters separately. Kentucky SFCs arranged for three two-day and one three-day conference. Two of the conferences in Kentucky were cancelled due to scheduling conflicts and rescheduled as preservice training for the cluster in August, 1981. The wide range of topics reflected RAP's efforts to tailor the training to clusters. Among generic topics were some which were geared to teachers who had had little or no training in the area of mainstreaming such as "Basic Child Development and How Handicapping Conditions Affect this Process," and "Managing a Mainstream Classroom." Sequentially appropriate topics included "IEPs and the Teacher's Role," "How Attitudes Affect Mainstreaming," "Identifying Children in Need of Referral," "How to Work with Parents of Children who have Special Needs," "Transition of the Special Needs Child from Head Start to Public Schools," "Observation Skills," "Training in Advocacy," and "Games and Activities for Special Needs Children." The RAP also provided training in six of the handicapping conditions; participants were able to choose two among speech impairments, hearing impairments, emotional disturbance, mental retardation, physical handicaps, visual impairments, learning disabilities and behavior disorders. The RAP structured informal discussions with presenters at three of their conferences to allow participants to get specific answers to individual questions.

The RAP used the NYU training package for those conferences for new teachers. They changed the activities, format, or material when not appropriate, but not the techniques.

Nashville RAP conducted eight (8) mainstreaming conferences this year and trained 306 teachers (24%) and 141 teacher aides (12%). Others trained included 170 handicap coordinators, directors, component coordinators, parents, LEA and SEA personnel, service providers, and bus drivers, bringing the total number trained to 617. RAP reached 73 of the 88 grantees in their service area, or 83 percent. Nine Kentucky grantees composed of 21 teachers, 21 teacher aides and 20 others are scheduled to receive the training as preservice training in August.

RAP had scheduled a makeup session for one program unable to attend training because of an IDV. Follow-up training was scheduled for clusters in Kentucky and Tennessee in May, topics yet to be decided at the time of the evaluators' site visit.

Invitations to the Mississippi RAP training conferences stressed that grantees should only send teachers who had not yet been trained. The RAP reviewed all teachers needs assessments by program, by cluster, and by state, looking for recurring themes. Following this they met with Specially Funded Cluster Coordinators and then with handicap coordinators to finalize topics. From this process, IEPs, utilizing classroom materials and equipment, and behavior management were selected as generic concepts for day one training, and mental retardation, orthopedic or hearing impairments, emotional disturbance, and speech impairments or learning disabilities as the handicapping conditions to be presented on the second day.

The RAP held six two-day conferences. At five conferences, all teachers attended all three generic concepts on the first day. These workshops were facilitated by the Specially Funded Cluster Coordinators who had been trained by the RAP in the training-the-trainer workshops. In the future SFCs will be able to draw on each other rather than needing consultants. Consultants on specific handicapping conditions were used for the second day of the mainstreaming conferences. Participants from the Choctaw grantee who attended the sixth conference were trained on mainstreaming as a generic concept and visual impairments, emotional disturbance, and mental retardation.

RAP trained 212 teachers (15%) and 175 teacher aides (12%) as well as 100 handicap staff, directors, special service trainers, social service aides, and service providers, for a total of 487 participants. Twenty-three of 24 programs (96%) sent participants to the conference. One grantee did not attend because all teachers had been trained.

One home-based training session for handicap and education directors was scheduled. The RAP had arranged for HSTC staff to do the training. RAP has distributed the Portage manual to SFCs and each person is synthesizing one section before coming to the next cluster meeting where everyone will participate in developing training techniques to apply in their own clusters.

In its third year of manuals training, Mississippi RAP still draws ideas from the NYU training manual, but finds itself needing to rely on it less. This year RAP designed and administered pre- and post-tests in order to determine whether conference objectives had been realized; workshop leaders had been trained by RAP to administer these during one of the leader training sessions held before conferences started.

Prior to this year's state training, RAP held a session at the fall conference for SFCs, handicap coordinators, and education coordinators on how to follow up on the manuals training. At the time of the evaluation site visit, RAP had canvassed Specially Fundeds to determine what training has been done as a result of the conferences, and found that IEPs, behavior management, discipline, lesson planning, and expectations have been the areas of assessments at the Mississippi Head Start conference, and have provided occasional T/TA on lesson plans.

The University of Illinois RAP began to identify conference sites in July and contacted potential co-sponsoring Head Start agencies with tentative dates for the training, then visited every agency which had agreed to co-host the fall workshops. Written needs assessments were sent to all Head Start programs in the three-state area at the end of summer in order to identify areas of need within their constituency. From the returned needs assessments, previous years' conference evaluations, last year's needs assessments, and a series of phone canvasses, RAP staff condensed a list of training topics and sent it to a random sample of directors and handicap coordinators. RAP also talked to Advocates and host programs to get feedback regarding the relevance of potential topics.

University of Illinois RAP held five two-day mainstreaming conferences in Illinois, Indiana, and Ohio, reaching 68 of 117 grantees, or 58 percent. They trained 486 teachers (26%) and 527 teacher aides (32%) (determined by evaluators from Head Start telephone survey findings) and 329 others including directors, handicap coordinators, component coordinators, SEA, LEA, and Regional Office personnel, Advocates, Ohio SERRCs, service providers, Ohio Developmental Disability Planning Council members, parents, nurses and medical aides, nutritionists, Community Services personnel, bus drivers, support staff, and volunteers. These brought the total number trained to 1,352.

Since grantees had received initial training using the NYU manual, RAP decided not to do any sessions on the use of the manuals, per se, but to offer more in-depth information on the handicapping conditions and sequentially appropriate training.

RAP staff selected the following generic concepts and sequentially appropriate topics to present to Region V participants; child development/teacher expectations, screening, assessment, diagnosis, writing and implementing behavioral objectives, ISPs/IEPs, "Trash or Treasures: Making Learning Activities," "The Paper Chase: Administration of the Handicap Component," "Awareness of Handicaps: An Experimental Process," behavior management, parent involvement, and organizing classrooms to avoid problems. Handicapping conditions covered were speech and language impairments, health impairments, emotional problems, learning disabilities and hearing impairments.

RAP selected workshop leaders who had previous RAP or Head Start experience and local service providers who were familiar with local needs and program situations. RAP gave consultants the objectives, time frame for each session, and overall conference goals, and encouraged them to be responsive to individual participant's needs. Presenters were drawn from numerous resources in the tri-state area.

Audience participation was encouraged and RAP used such NYU training strategies as small groups discussions, audio-visual aids, and role-playing. Facilitators made it a point to distribute a wide variety of printed materials.

The RAP has provided on-site technical assistance to several programs after the conferences. After the Illinois conference they traveled on-site to meet with directors who needed more information on collaborative agreements, the administrative component, needs assessments, and the handicap plan. In another instance, RAP traveled on-site to provide technical assistance regarding a handicap validation and LEA collaboration. RAP helped an Illinois program with their record keeping system and the overall implementation of services.

A program in Ohio needing reorganization of its health record system, sent RAP copies of the system; RAP reviewed it for them and sent more information. RAP also conducted on-site training for teachers on normal child development and early warning signs for handicaps; they conducted training on each of the eight handicapping conditions for teachers who work with the children of migrant families. Finally, the RAP provided technical assistance at the conference sites, working for example, with two new local handicap coordinators on the skills appropriate to their jobs.

Portage RAP used several sources to determine the subject matter for their mainstreaming conferences. Formal needs assessments were first mailed to grantees, and as they returned RAP followed up with canvass calls, permitting programs to refine their preferences. RAP discussed training options at handicap coordinators meetings, solicited feedback, and reviewed teacher evaluations and requests from previous training conferences. Four areas of interest repeatedly surfaced: IEP and ISP development; screening; assessment and diagnosis; and individualization. Handicapping conditions which most frequently appeared were speech impairments, health impairments, learning disabilities, emotional disturbances, visual impairments, and orthopedic impairments. Once the RAP had decided on an agenda, grantees were notified of the schedule and invited to attend any or all of the conferences scheduled in their state.

The RAP made all three first level generic concepts available to teachers new to the handicap effort through workshops entitled "Issues in Mainstreaming." They added such sequentially appropriate topics as "Teaching Survival Skills for Kindergarten " for more experienced teachers, as well as task analysis behavioral management, and collaborative agreements. Participants were able to choose an all day session on speech and language or learning disabilities at the Milwaukee conferences and a two-day session on the emotional disturbance/developmental therapy model in Michigan. In Minnesota RAP conducted one training for trainers session. Certificates verifying session participation were distributed at five conferences. At a conference co-sponsored by Bemidji State University, the Minnesota Handicap Advocate and RAP, university credit was available.

Home visitors were eligible for a full day on serving handicapped children in Home-Based Head Start at one conference in each state, except Michigan where this was an option at two.

All conferences were scheduled for two days; two were held in Minnesota, three in Wisconsin, and four in Michigan. At the nine conferences RAP trained 424 teachers (35%) and 145 teacher aides (12%) (evaluators estimated the ratio of teachers and aides based on the Head Start telephone survey.) An additional 269 directors, handicap coordinators, parents, component coordinators, public school teachers, bus drivers, Supplemental Security Income coordinators, preschool regional consultants, and Handicap Advocates brought the total number trained to 838. Seventy-nine (79) of 87 grantees attended the training; this represents 91 percent of the grantees in the RAP's service area.

For all but one conference, Portage RAP used the NYU training guide to conduct all mainstreaming conferences. RAP used and distributed the Portage home-based manuals in their home-based training sessions, and reported that they were well received. The RAP adapted the NYU guide to grantee needs by shortening the parent/teacher relationship and expectation session and expanding the individualization session. They introduced the Chapel Hill slide tape at a workshop on screening, assessment, and diagnosis.

RAP arranged for consultants to do on-site technical assistance at individual programs. In addition, Portage RAP provided on-site TA on mainstreaming to two other programs.

In order to reach the maximum number of teachers at grantees spread throughout Texas Tech RAP's enormous service area, the RAP agreed to train one half of the 33 Handicap Consortia in the 79-80 program year and the remaining 16 this year. This plan was designed by the RAP and State Handicap Resource Development Program Coordinators to minimize the travel which had formerly made teacher participation difficult.

Planning meetings with directors, consortium coordinators, State Handicap Resource Development Program Coordinators and T/TA providers were scheduled in each state upon award of contract. Directors and consortium coordinators were asked to conduct needs assessments within their consortia, and based on these, to decide upon the topics for the year's training. RAP had given each planning group a Skill Building Blocks Catalog from which to choose sessions. The Skill Building Blocks are a series of workshops which have been designed to meet the needs of handicapped children and their families. RAP had incorporated the NYU generic concepts into the Catalog as Block II - Mainstreaming the Handicapped Child. The majority of requests for training were for behavior management, assessment, screening, and the implementation of IEPs. RAP also designed training on social services for all staff at three sites.

Decisions about conference sites and facilities, mailing procedures and implementation logistics were also made by grantees. Consortium coordinators and a State Handicap Resource Coordinator worked with RAP staff as trainers for sessions on the generic topics. Project LATON staff, partially funded and supported by the ACYF Region VI Office as a parent/handicap regional support effort, provided training on some of the generic concepts and on orthopedic handicaps, health impairments, emotional disturbance, learning disabilities, mental retardation, and hearing impairments. Additional consultants were identified and used as needed. Facilitators conducting sessions on specific handicapping conditions were given copies of the suggested outline from the NYU RAP training manual.

Texas Tech RAP sponsored 14 two to three day conferences in order to reach teaching staff at each of the 16 consortia. Because New Mexico and the North Texas area decided to have joint mainstreaming conferences piggybacked with administrative workshops, 18 consortia were actually trained. Eighty-nine grantees were scheduled to be trained this year, and of these, 77 grantees, or 87 percent, received training; this is 52 percent of the grantees in Region VI. An additional eight grantees will be trained in August; the estimated 60 participants were unable to attend conferences held earlier in the year due to numerous staff changes.

The RAP trained 471 teachers (26%), 200 teacher aides (11%), and 372 others for a total of 1,043 trainees. Others included directors, handicap coordinators, component coordinators, consortium coordinators, social workers, day care and resource providers, parents, public school administrators, State Handicap Resource Program Coordinators, Regional Office staff, and T/TA providers.

In addition to the NYU activities and techniques taken from the building blocks, Texas Tech RAP used a "Handicap Awareness Trail" to simulate for participants what adjustments in daily functioning must be made when one is handicapped. Observation activities, several handouts and audio-visual aids, demonstrations of practical uses of materials, and lectures were always accompanied by group discussion. Certificates of participation were distributed at the close of each conference.

The RAP has scheduled eleven specific follow-up technical assistance or training activities. These stretch into next February and will deal with subjects ranging from working with handicap service providers, to screening, assessment and IEPs, to classroom and behavior management; RAP will also facilitate a special conference for parents and handicap services staff.

Believing that directors should be closely involved in the decision making processes affecting their staffs, Region VII RAP developed and distributed a competency-based needs assessment to be completed by Head Start directors in each state in the region. The format outlined areas in which RAP could provide training. RAP subsequently asked to be on agendas at Head Start director's meetings. Thus began the process of narrowing down topics which would precisely meet the highly individualized training requests of trainees in Region VII. Acting on the expressed needs and fiscal realities of these Head Start programs, RAP designed several on-site and cluster training events and one state-wide mainstreaming manual workshop in Nebraska. Because RAP has trained all the Region VII teachers on the manuals in previous years, RAP staff were encouraged by the Regional Office to increase their emphasis on handicap coordinators this year.

Directors were engaged in the decision making primarily with regard to training delivery models (e.g., workshops specifically for coordinators); RAP used handicap coordinators to identify subject areas. Those which emerged most often were IEPs, IPPs/ISPs, learning disabilities, and emotional disturbance, but topics also included integration of components, parent involvement, the home-based model, diagnosis and screening, mental retardation, health impairments, social service, advocacy and collaboration. RAP staff regretted there were not adequate opportunities for input from Head Start teachers and plan to remedy this next year with another, more open-ended needs assessments.

Region VII RAP conducted 23 training sessions from August, 1980 to June, 1981. Of these, five were two-day conferences and 18 were one day. Five workshops were held in Missouri, nine in Kansas, eight in Iowa, and one in Nebraska. The Nebraska workshop was co-sponsored by the SEA, and included public school as well as Head Start personnel. Region VII RAP counted two handicap coordinator meetings as training conferences because training was conducted on the integration of components. RAP trained 180 teachers (28%), 147 teacher aides (41%), and 297 others, thereby training a total of 624 persons. Others trained were, for the most part, handicap coordinators and directors, but also included bus drivers, cooks, and public school personnel. The RAP reached participants from 62 of 67 grantees, or 93 percent.

Because Region VII RAP had previously trained teachers at every grantee on the manuals and because training this year was so individualized, Region VII RAP did not rely on the NYU training manual except for a few ideas for situations with follow-up discussions. Home-based training was held at three workshops; one was a RAP/HSTC collaboration, one followed the Portage model, and a third was the RAP's own training design.

RAP estimates that at least five to six requests for on-site training on IEPs, emotional disturbance, and learning disabilities are direct consequences of the training conferences.

Only one major problem was associated with conferences. RAP staff prepared to train teachers, only to find that participants often turned out to be primarily handicap coordinators, who required a very different preparation.

The University of Denver RAP used a number of sources to collect information about constituents' needs in time for their first series of conferences. They had access to some of the data in needs assessments collected from directors, coordinators and teachers by the former contractor; they spoke to directors and handicap coordinators by phone and at meetings; they distributed a general, open-ended questionnaire prior to their phone calls, and they consulted with Advisory Board members and the Regional Office staff. The prior experience of the staff with other RAPs enabled them to accurately assess Head Start needs and provide appropriate training.

RAP used a combination of formats to reach Head Start staff and parents. Two day conferences were held in Wyoming, Colorado, and South Dakota; twice in Colorado in order to accommodate grantees in the southern part of the state and in the southwestern area. Sequentially appropriate sessions in Colorado covered parent involvement, curriculum, and child development; participants were also able to participate in sessions on three handicapping conditions: learning disabilities, speech impairments, and emotional disturbance. The RAP conducted two additional conferences in Colorado. One was a condensed version of the same agenda as the two-day conferences described earlier, and the other, for a Denver grantee, presented IEPs for social service staff and training on speech impairments, IEPs and child development for teaching staff.

Training in South Dakota was a collaborative effort among Home Start Training Centers, the SEA and RAP. The conference offered the same options as the two-day conferences in Colorado, except that participants were able to choose two handicapping conditions, and received an update on SEA activities from RAP's SEA contact. Home visitors could also opt for a session on problems unique to that field, and the new manual was introduced in another session. RAP offered social service staff a session exploring the role of social service staff with special needs children and their families.

The Jackson conference was co-sponsored by Developmental Disabilities, the University of Wyoming Preschool Project, the Wyoming SEA and RAP. Participants chose three conditions from the following: speech impairments, mental retardation, learning disabilities, emotional disturbance, and self-stimulating behavior. Trainees participated in workshops on assessments, curriculum, and training paraprofessionals.

At the request of directors, RAP made site visits to all five full-year programs to spend mornings in the classroom observing specific children and afternoons meeting with teachers to provide training or feedback from the morning. At one North Dakota site RAP offered a home-based workshop.

Directors in Utah also asked RAP to come on-site to give parents an orientation to all eight handicapping conditions and train on the integration of components and parent involvement. In September, RAP staff will return to provide on-site training to 40 Head Start members.

University of Denver RAP trained a total of 443 participants from 48 out of 62 grantees (77%) at 13 conferences. They trained 160 teachers (34%), 98 teacher aides (24%) and 185 others including directors, component coordinators, parents, speech and language therapists, occupational and physical therapists, bus drivers, cooks, student interns, developmental disability staff, support staff, nurses, community aides, LEAs and SEAs.

In September, RAP will provide training for 75 staff at nine Montana grantees and also for 25 staff in Colorado. Before the new RAP contract had been let, and after responsibility had ended for the former contractor, a RAP training commitment was kept to grantees in Colorado and Utah by the staff member who has bridged both RAPs. The T/TA contractor for Region VIII paid salary, per diem, and travel to the conferences. Four teachers and 11 others participated in a "training of trainers" session and workshops on parent involvement, assessment and IEPs. Sixty-six (66) teachers and seven others from the Denver Head Start programs also received training later in the month on speech impairments, curriculum, and techniques for working with the handicapped child.

RAP staff used aspects of the NYU training guide at all conferences but the North Dakota site visits.

Plans for Los Angeles RAP's Mainstreaming Preschoolers conferences incorporated the suggestions of Head Start personnel over the past two years. Previous conference evaluations and conversations with grantees prescribed single day conferences offered early in the year and planned the preceeding spring; content would include survival skills in the classroom, working with parents, identification, assessment, program planning process, and how to manage a classroom that includes a child with a handicap. RAP designed the content of each workshop patterned on Head Start's suggestions and grantees then decided who would attend. Five one-day teacher training conferences were sponsored from October to December on generic and sequentially appropriate topics. While RAP staff did not plan sessions for a second day on handicapping conditions, they did offer to provide appropriate materials, a suggested agenda for consultants, and a list of consultants who have facilitated the sessions in the past two years. RAP also offered one day of home-based training in California and two one-day multitopical mainstreaming conferences. The only two-day conference was held in Los Angeles to train handcap services staff to conduct the Mainstreaming Preschoolers teachers training workshops in their own centers.

Because enrollment at all conferences was open to all grantees in Region IX, every grantee technically was able to receive two days of training by attending multitopical as well as a mainstreaming conference. Eight conferences were held in California and one each in Arizona and Nevada.

Through this combination of 10 workshops, Los Angeles RAP was able to train 503 teachers (29%) and 126 teacher aides (11%). Combined with 312 others, 941 participants were trained from 51 of 58 grantees (88%). Other participants included handicap coordinators, other component coordinators, parents, Head Start specialists, bus drivers, and developmental disabilities staff in Arizona.

The Los Angeles RAP drew on the NYU training guide for techniques, but used only some of the content. The RAP essentially developed its own training package for the home-based and social service training workshops. They scheduled "Cracker Barrel" meetings in the evening as informal opportunities for participants to discuss program-specific problems.

RAP staff made themselves available to provide TA to any grantee who needed it at the conferences. In addition, RAP responded to direct requests for training and technical assistance from staff unable to attend the conferences. Twelve on-site follow-up sessions had been scheduled with grantees on behavior management, screening and assessment tools, and parent advocacy.

In the Pacific, where an acknowledgement of handicaps is growing, Pacific RAP has assumed the task of helping grantees put handicap plans in place while simultaneously training teachers to meet the special needs of children in their classrooms. RAP data show that not one Head Start person in the RAP's service area has a special education background. Perceptions of handicaps differ in the Pacific Islands, some languages not even having a word for handicapped. RAP staff have worked to preserve what is healthy in this inattention to differences, while encouraging staff to recognize that special interventions are sometimes necessary. Another of RAP's major goals this year has been to help grantees designate one person to be responsible for the handicap effort.

In order to determine what training would be most helpful, RAP reviewed answers to open-ended questions from evaluations completed by teachers at previous training conferences and spoke with key administrative personnel.

Pacific RAP held 12 on-site conferences from August to February, spending one to seven days with each program. Long travel distances combined with erratic transportation facilities make it more efficient to spend blocks of time training grantees. Agendas were often very detailed and served almost as a course outline for participants to follow as they worked through the subject matter. For example, training on hearing impairments began with normal hearing (anatomy, air-conduction, bone-conduction hearing), proceeded through causes, types, and symptoms of hearing loss, measurement of hearing, remediation of hearing loss, and effects of hearing on speech and language development, and ended with mainstreaming the hearing impaired child.

Pacific RAP trained participants from eleven of twelve grantees (92%), 129 teachers (75%) and 72 teacher aides (58%) were trained, in addition to 93 parents, component coordinators, directors, Department of Education teachers, policy council members, village magistrates, and interested citizens.

RAP staff has scheduled training for 20 participants at the Yap grantee in August. The work they have done on their handicap plan will be the basis for training. RAP had already used the NYU training guide as a package for 11 grantees in 1978-79 and 1979-80. RAP used role playing, visuals, games, and observation for the training sessions offered this year. Staff did two workshops on serving handicapped children in home-based programs at a conference sponsored by the Region IX Home-Based Resource Center in California.

Because training is held every six months for Pacific grantees, training and follow-up are inseparable parts of an ongoing cycle in the Head Start program year; each builds on the other and modifications are identified and made as needed. In this program year at least nine grantees received ongoing training and technical assistance on IEPs, screening and assessment, handicapping conditions, child growth and development motor development, recruitment, behavior management, and mainstreaming and appropriate environments.

Translating the training sessions is still a problem for RAP staff; it is difficult to make certain that the concepts are being interpreted correctly. Consultants and RAP staff must be paired in teams to alleviate the intense strain of the long and exhausting training trips and help transport training materials and equipment which are unavailable at training sites.

Portland State University RAP conducted seven mainstreaming conferences, one a week for seven weeks after the arrival of the new coordinator in mid-January. All seven were open to any grantee in the three-state service area. Initially RAP sent letters to grantees suggesting training topics, and asking them to identify their own interest areas, the numbers of teachers already trained, the levels of expertise among teachers, the number of teachers at each level who would attend, and the conference each grantee planned to attend. From the accumulated data, RAP developed individualized agendas for each conference. At six workshops,two-track training was offered: mainstreaming concepts for those who had never attended and sequentially appropriate content for the advanced level. Advanced-level participants received training on purposes and methods for developing interdisciplinary staffings,assessment, diagnosis, working with families, IEPs, evaluation and staffing, developmental delay, and more in-depth treatments of orthopedic, learning disabilities, emotional, speech and language, visual, hearing, and health impairments. At the seventh conference, all participants received an orientation to mainstreaming concepts and sessions on working with families, implementing programs, learning disabilities, and emotional disturbance.

PSU RAP trained 114 teachers (26%) and 80 teacher aides (37%) from 42 of 51 grantees (82%). An additional 82 others, composed of parents, directors, component coordinators, bus drivers, family advocates, LEAs, private preschool personnel and migrant Head Start staff brought the total to 276 participants. Head Start directors hosted the conferences and arranged for training sites, hotels, and coffee. All, except for Portland, were held at Head Start centers. PSU RAP has a long history of training in Region IX as they hold the State Training Technical Assistance (STATO) contract for Oregon. They are therefore able to rely heavily on their consultants, many of whom have had experience with Head Start. RAP staff gave consultants the NYU training manauls to use as a guide for the mainstreaming conference.

RAP demonstrated a diagnostic staffing with the parent of a handicapped child at each conference. Protecting confidentiality, diagnostic teams evaluated the children and provided explanations during the process. Participants then broke into small groups to discuss behavioral objectives, task analysis, etc. In another session participants received samples of testing.

RAP has planned follow-up training at three sites. One will be a session on mainstreaming for a grantee unable to attend the conference; two others will train participants to write and/or implement IEPs. At one site RAP will observe in a classroom in the morning and participate in a staff conference in the afternoon. In addition, a two-day multiphasic screening conference was scheduled in June in Portland. The workshop was designed for education, mental health and health personnel (Head Start and non-Head Start) already involved or planning to screen young children for handicapping conditions.

When Alaska RAP sends someone into the bush to do mainstreaming workshops, the trainer must be prepared to observe and evaluate individual children, demonstrate the use of screening and/or assessment tools, discuss test results with staff, train on specific handicapping conditions and/or topics requested by the program, and provide individual technical assistance to staff and parents. Preparation for each visit requires a considerable amount of time to contact consultants, coordinate with Head Start and the school districts, and arrange contracts and travel. Alaska staff schedules these training workshops to build on previous training for identifying, teaching, and mainstreaming handicapped preschoolers. In each case, the manuals are presented formally to make lesson plans or demonstrate appropriate techniques, or informally to show teachers their use as a reference. RAP staff stay on-site anywhere from one-half to four days.

Alaska RAP conducted eighteen (18) on-site training sessions for the three grantees (100%) and RurAl CAP delegates in Alaska. Thirty (30) of 37 teachers (81%) and 39 of 45 teacher aides (87%) attended the training. Among 43 other participants were day care and infant learning program staff, Head Start component staff, directors, parents, LEA personnel, health aides, community resource people, enrichment staff, bus drivers, cooks, and maintenance staff.

RAP determined training topics specifically for each of their three grantees. After a screening at RurAL CAP, the grantee asked RAP to train teachers who work with individual children and to provide assistance with specific teaching skills. Consultants provided training at 12 RurAL CAP sites in IEPs, assessment, observation, working with parents, early identification, screening, basic mainstreaming and child development concepts, CDA self-assessment, the Portage checklist, speech and language impairments, and mental retardation. In Anchorage, RAP trained home-based Head Start teachers on social and emotional disabilities, learning disabilities, and parent management of undesirable behavior.

RAP provides training on a monthly basis to Chugiak Head Start. Subject matter for training conferences this year included transitioning techniques, developmental disabilities, speech and language impairments, using music to teach speech and language impaired children, and curriculum.

Fairbanks Head Start requested parent training, formal and informal CDA training for Head Start and school district personnel, training on screening and assessment, and appropriate instruments for each, PL 94-142, and sessions on mental retardation, speech and language impairments, physical handicaps, and emotional disturbance.

RAP staff and consultants use the NYU training guide as it fits. RAP has scheduled two follow-up visits to Fairbanks for observation and CDA portfolio assistance. In Chugiak they will offer technical assistance on observation, basic development, and developmental disabilities on one occasion, and will follow-up with parents, children and teachers regarding music training for speech and language impairments on another. RAP follows all training with a written report to each grantee and a phone call to evaluate the sessions.

Task 5: Establish and Conduct Advisory Committee Meetings

Each RAP is required to establish a committee for advice on matters of general policy and procedure, and for general planning, assessment, and evaluation. It is each RAP's decision to determine the function of the committee, how often it will meet, and the composition of its membership. However, at a minimum, the following representatives must be included: an ACYF Regional Office representative, one Head Start director, and one parent of a handicapped child enrolled in a Head Start program. Suggested members are a representative from a Local Education Agency and a handicap coordinator.

The average RAP advisory committee had 15 members, one fewer than either of the last two years, with sizes ranging from 8 members at the Nashville RAP to 26 at the University of Denver RAP. The composition of advisory committees varies for each RAP. All but one RAP met the minimum requirements of the contract; Chapel Hill lacked parent representation. ACYF Regional Offices were represented on all advisory committees except Alaska's, where it was impossible because of the Regional Office's limited travel funds. Only one RAP (Portage) lacked the representation of a handicap coordinator, and in Pacific's service area, there are no handicap coordinators. Four RAP advisory committees had representatives from Local Education Agencies. Only three RAP advisory committees included both required and suggested members (the University of Illinois, University of Denver, and Alaska). Six RAPs had representation from Westinghouse, the regional Head Start health contractor.

Some RAPs surpassed contract requirements and included such additional committee members as representatives from OSE projects, UAFs, regional T/TA providers, Office of the Governor, IMPD, BIA, School for the Deaf, State Board of Health, Department of Human Services, Department of Human Resources, Commission on Children and Their Families, and individual professionals. The University of Denver RAP advisory committee included two Head Start teachers; this is the first RAP to have this perspective on the advisory committee.

SEA representation has decreased slightly (minus 4%) since a year ago. Forty-one states and territories, 76 percent of all SEAs, are members of advisory committees. Ten RAPs have representation from all states in their service areas; these same ten did so a year ago. Although SEAs have been invited to serve as members of advisory committees, not all have participated, due in part to difficulties in obtaining clearance for out-of-state travel for state personnel.

For the second consecutive year, every state or territory except Virginia is represented on RAP advisory committees. Nine RAPs have relatively equal geographical representation among their states; four draw heavily on home state resources, and two on another state in their service area.

At the time of the site visits, three RAPs had held two advisory committee meetings and ten others had convened their members once, and had a second meeting scheduled for later in the contract year. Only Los Angeles RAP had not yet held one meeting at the time of the site visit. Mississippi had a third meeting planned for June. Pacific RAP had convened each of its two committees -- one for the Hawaii grantees and one for the Micronesian programs -- once but, because of the excessively high cost for RAP ($10,000 to convene one Micronesian meeting) did not schedule additional meetings.

In general, advisory committees are used as sounding boards for RAPs; but they go beyond this role by assisting RAPs in planning for training and technical assistance tasks, reviewing RAP products, offering solutions to problems, and serving as a liaison to various organizations. Committee members of the New England, Mississippi and Portage RAPs are given task force or subcommittee assignments dealing with specific issues, such as dianostic criteria, state-by-state needs, and interagency collaboration. Most RAPs indicated that their advisory committees provide them with guidance, suggestions on the services they provide, and assist with prioritizing their needs for the coming year. The meetings provide RAPs and the members opportunities to share information and discuss issues which cross state lines. The committees also link RAPs with SEAs and LEAs, boosting collaborative efforts. Finally, the advisory committee members serve as advocates for both RAP and Head Start, providing exposure and visibility throughout RAPs' service areas.

RAP staff were asked to identify notable accomplishments of their advisory committees. Responses included information sharing among agencies and positive effects on collaboration between SEA, LEAs and Head Start, and other interagency work. In addition, the committees have provided Head Start with a link to community agencies. RAPs have relied on members as resources in their specialty areas, periodically calling on them to assist in training, to provide technical assistance or to give specialized advice. Members have assisted RAPs in developing position papers and in reviewing and critiquing RAP written products.

Advisory committee meetings have also been responsible for developing products. A position paper on diagnostic criteria was developed by the New England RAP Advisory Committee; the Nashville RAP Advisory Committee developed draft materials on PA26; and the Texas Tech RAP Advisory Committee developed a job description for Handicap Consortium Coordinators.

Only one RAP has had difficulty assembling members for meetings. This RAP is considering the use of tele-conferencing as a possible solution.

Task 6: Facilitate Collaborative Agreements under PL 94-142 with State Education Agencies, Local Education Agencies and Head Start Grantees

The 1980-81 scope of work instructed RAPs to assume the role of facilitator in promoting formal written agreements between State Education Agencies (SEAs) and Head Start grantees. If a written agreement did not exist the contractor's role was to assist the parties in reaching an agreement. If an SEA/Head Start agreement existed the contractor's role extended to promoting agreements between the Local Education Agencies (LEAs) and Head Start.

RAPs recognize ACYF's expectation that they and Head Starts play a leadership role in coalescing community services for handicapped children and their families. As a result, this year RAPs were involved in the following collaborative activities:

- Head Start/SEA agreements
- Head Start/LEA agreements
- Facilitation efforts with other agencies
- Official representation on committees

This section will describe the content of newly signed agreements with State Education Agencies, collaborative work to promote local agreements between Head Start and local school districts, and facilitation work with other agencies serving children with handicaps.

SEA/Head Start Agreements

Nine new agreements were reported by RAPs this year. Agreements were signed between ACYF and the State Departments of Education in:

North Carolina
Wisconsin
Nebraska
Utah
North Dakota
California
Oregon

An agreement was also signed in Palau by the Health Service, Education/ Special Education Department and Palau Head Start. Another was signed in the Marshall Islands by the Vocational Rehabilitation, Vocational Education, Special Education, and Public Health departments and the Head Start program. All agreements were directly facilitated by RAPs, except for Wisconsin which was the result of work by the State Handicap Advocate and RAP. Last year the RAPs facilitated five agreements and helped a State Handicap Advocate facilitate a sixth. As seen in Table 12, twenty-four agreements have now been reported by RAPs over the years. (The agreements in Wisconsin and North Carolina replace prior commitments of those SEAs to less formal agreements.)

What constitutes a formal written agreement with State Education Agencies has not been specified by ACYF, nor have the persons authorized to sign been specified. The ACYF Regional Office usually represents Head Start, although some agreements are signed by regional contractors or State Directors Associations.

The key points of each of the new agreements are summarized below:

North Carolina

- Head Start programs, working in agreement with the LEA, are eligible to apply for early childhood incentive grant programs. The LEA maintains fiscal responsibility.
- LEAs and Head Start programs may cooperate in joint screening efforts for three to five year olds.
- Head Starts and LEAs may collaborate in Child Find activities.
- Head Start and LEA staffs may participate in training sponsored by either party.
- Head Start will ensure the smooth transition of handicapped children from Head Start to public schools by forwarding names of children and their handicapping conditions to LEAs and transferring records for the development of IEPs. Head Start personnel will be included in the staffing or development of IEPs.

Table 12

EXISTING SEA/HEAD START AGREEMENTS AS REPORTED BY RAPS

		Title of Agreement	Signing Parties
Region I	MA	Interagency Agreement between the Massachusetts Department of Education and the Administration for Children, Youth and Families	Commissioner, Department of Education ACYF*
Region III	MD	Signed Statement of Intent	Liaison, State Department of Education Head Start Training Officer
Region IV	FL	An Agreement between the Department of Community Affairs and the Department of Education on Behalf of Handicapped Children in Head Start Programs	Commissioner, Department of Education Secretary, Department of Community Affairs
	NC	Cooperative Agreement between North Carolina State Department of Public Instruction/Division for Exceptional Children and Administration for Children, Youth and Families	Department of Public Instruction ACYF
	KY	Joint Memorandum of Agreement between Kentucky Department of Education and Kentucky Head Start Network (Represented by and under Region IV ACYF)	Supt. of Public Instruction, Dept. of Ed. ACYF
Region V	IL	Memorandum re Current Relationship between Public Schools and Head Start Programs in the Delivery of Comprehensive Services to Three through Five Year Old Children with Handicaps (Updated 8/80)	State Superintendent of Education Chairperson, Illinois Association of Head Start Directors
	OH	Memorandum of Agreement between Ohio Division of Special Education and Ohio Head Start Handicap Services Advocate (Updated 12/80)	Dir., Division of Special Education Ohio Head Start Handicap Services Advocate
	MN	Joint Statement of Policy between the Minnesota State Department of Education and Head Start Programs in Minnesota	Commissioner of Education ACYF
	WI	Joint Statement of Agreement between the Wisconsin Department of Public Instruction and Head Start in Wisconsin	Department of Public Instruction ACYF
Region VI	LA	An Agreement Concerning the Implementation of Act 754 of Louisiana Legislature of 1977	Superintendent, State Dept. of Education ACYF
	OK	Letter of Agreement between the Special Education Section Oklahoma State Department of Education and the Oklahoma Head Start Programs	State Supt. of Public Instruction Director, Div. of Economic Opportunity Director, Head Start T/TA
	AR	No signed agreement, but Head Starts do have hard cash agreements with SEA. Local Head Starts submit applications and plans directly to SEA for funds.	

Region VII	NB	Head Start-Nebraska Department of Education Cooperative Agreement	Nebraska Education Agency ACYF
Region VIII	ND	Collaborative Agreement between the North Dakota Department of Public Instruction/Special Education and Region VIII, Administration for Children, Youth and Families	Department of Public Instruction ACYF
	SD	Cooperative Agreement between the Section for Special Education (SEA) and Region VIII Administration for Children, Youth and Families	Director of Special Education ACYF
	UT	Utah State Office of Education/ Regional Head Start Cooperative Agreement	State Superintendent Acting Regional Director, ACYF
Region IX	CA	Interagency Agreement between the State Department of Education/Office of Special Education and the Administration for Children, Youth and Families. Region IX, Head Start, U.S. Department of Health and Human Services	State Department of Education ACYF
	Federated States of Micronesia Palau	Interagency Agreement between the Government of Palau Health Services, Education/Special Education Department and the Head Start for the Provision of Health Services and Education Services	Health Services Education Department Palau Community Action Agency
	Federated States of Micronesia Ponape	Interagency Agreement	Ponape Special Education Coordinator Vocational Education Supervisor Vocational Rehabilitation Coordinator Ponape Head Start Coordinator
	Federated States of Micronesia Yap	Handicapped Children, Youth and Adults Inter-Agency Agreement	Director, Department of Education Special Education Coordinator Acting Director, Health Services Public Health Officer Yap Head Start Director
	Marshall Islands	Interagency Agreement between Vocational Rehabilitation, Vocational Education, Head Start Program, Special Education, Public Health	Special Education Coordinator Vocational Rehabilitation Coordinator Vocational Education Coordinator Head Start, Handicapped Program Health Services
Region X	ID	Interagency Agreement between the Idaho Department of Education and the Department of Health, Education and Welfare, Region X, Administration for Children, Youth and Families	State Superintendent of Public Instruction ACYF
	OR	Interagency Agreement between the Oregon Department of Education and the Department of Health and Human Services, Region X, Administration for Children, Youth and Families	Oregon Department of Education ACYF
	WA	Interagency Agreement between the State of Washington, Office of Superintendent of Public Instruction and the Department of Health, Education, and Welfare, Region X, Administration for Children, Youth and Families	State Superintendent of Public Instruction ACYF

*ACYF connotes a signature by the ACYF Regional Program Director or Acting Director

- Head Start programs should use public school criteria for screening, diagnosis and evaluation procedures, when compatible with Head Start guidelines.

Wisconsin

- The agreement suggests methods to implement services to children with exceptional educational needs such as cooperative screening, assessment, and program planning, which includes Head Start staff in M-team evaluation, development of IEPs, and follow-up evaluation.
- Head Start may be used as a legal and viable program alternative.
- Head Start and LEAs are encouraged to develop a cooperative system for monitoring, counting and reporting, and transitioning children from Head Start to public school.
- Programs are encouraged to provide joint inservice training.

Nebraska

- The Nebraska Education Agency and Head Start will coordinate on the following activities: location and identification of eligible handicapped children, provision of a comprehensive program of services, identification and location of resources; designation of Head Start and SEA staff members on the state level who are responsible for liaison activities, participation in joint evaluation of services, policies and activities as needed, and information exchange.
- Meetings jointly sponsored by the SEA and the Head Start Resource Access Project will be held throughout the state in the 1981-82 school year to enhance awareness of mandates, regulations and restrictions.

Utah

- The agreement encourages local school districts to form collaborative agreements with local Head Starts.
- Head Starts will provide census information for the annual Child Find effort; LEAs will ensure assessment for preschool children newly identified in this process.

- LEAs and Head Start will determine which Head Start handicapped children are eligible for inclusion in the Child Find of PL 94-142 funds (sic).
- LEAs and Head Start will develop and supervise IEPs for each handicapped child in conformity with federal legislation.
- Head Start, working with the LEA, will participate in early childhood incentive grant programs. LEAs will monitor the administrative responsibility for the programs while allowing Head Start children eligibility in the program.
- Each agency will make inservice training available to the other's personnel. Staff training will be coordinated.
- Systems to ensure smooth transition of handicapped children from Head Start to public schools will be established locally.

North Dakota

- LEAs are encouraged to form collaborative agreements with Head Start, to include Head Start personnel in inservice, and to cooperate to determine which Head Start children are eligible for inclusion in the head count for generation of PL 94-142 funds.
- Head Start may participate in early childhood incentive grant programs with the LEA maintaining administrative responsibility and provide census information to LEAs for the annual Child Find.
- A system should be established locally to ensure smooth transition of handicapped children from Head Start to public school.

This agreement and the agreement in Utah were facilitated by the Mile High RAP, the former contractor in Region VIII.

California

- Head Start will be included in the Child Find and Child Count systems and the count of children for PL 94-142 funding will depend on who is providing the services; counts must not be duplicated.
- Each party will be responsible for assessments of children not performed by the other.

- The SEA will monitor Head Starts' compliance with PL 94-142 if the LEA is a sponsoring agency.
- For the first time joint services may be provided and there can be an exchange of training and technical assistance.
- Head Starts are to be included in the assessment planning process and IEP meetings for children for whom Head Start is considered a possible placement for children.

Palau

- Public Health personnel will provide and review eye screening, audio-metric screening, comprehensive medical examinations, immunizations, treatment, and follow-up dental services.
- Head Start will coordinate the scheduling and location of services and transportation, and be responsible for developmental histories and nutrition assessments.
- A Public Health Medical Officer and Nurse will serve on IEP teams. Head Start is on the SEA's Planning and Placement Committee.
- The SEA agrees to conduct Child Find activities, assist in assessment and placement, participate in the development of IEPs, program evaluation, personnel training and parent training.

Marshall Islands

- To reduce duplication of services, the signing parties will share program services and referral and assessment procedures whenever possible.
- Together the signing parties will develop a comprehensive list of programs and services available or potentially available to handicapped and disabled individuals in the Marshall Islands and disseminate this information.
- Parties will collect needs assessment data and develop a comprehensive service delivery system.
- All parties will facilitate the development of specific agreements between departments and agencies when the need arises.

Oregon

- The agreement encourages local school districts to support program delivery at this age level and to work cooperatively with Head Start in planning and initiating such services as screening, Child Find efforts and referral procedures.
- The state has responsibility to evaluate children, and locate and identify children who are or are suspected of being handicapped. Local education agencies will assess children.
- ACYF will provide funds to Head Start programs for enrolled eligible handicapped children, and support identification efforts in Oregon.
- Head Starts are required to conduct an active outreach to enroll children with known handicaps, and to implement individualized programs in the least restrictive environment. They are also encouraged to assess children.
- Locally programs are encouraged to exchange diagnostic and prognostic information with parental permission. Information collected by the Child Find program will be shared with Head Start grantees; LEAs will evaluate children suspected of being handicapped.
- Both programs are encouraged to work jointly in developing IEPs, and may establish written cooperative agreements.

Memorandums of agreement were updated in Illinois and Ohio through the work of State Handicap Advocates. University of Illinois RAP reviewed the drafts.

Pending SEA/Head Start Agreements

New drafts of agreements exist in the District of Columbia, Michigan, and Guam. Still pending after a year are New Jersey, Delaware, Georgia, Texas, Kansas, Iowa, Hawaii, and the Commonwealth of the Northern Mariana Islands (CNMI). Although the agreement in Texas still awaits the Governor's signature, the Texas Education Agency has sent a memo to the Head Start Directors' Association telling them to treat the draft as a formal agreement. Drafts in Kansas and Iowa were originally signed by the SEA and RAP, and are viewed as first steps toward a formal agreement.

Other Collaborative Efforts with SEAs

In other areas of SEA collaboration, RAPs have built and sustained relationships with SEAs by making themselves available for information and assistance. They have sat on SEA committees. They have provided forums for Head Start representatives and SEAs to come together, sometimes for the first time. They have helped both sides articulate issues and explore how each can be of help to the other. Highlights of these activities are presented here.

- Following the passage of amendments to Rhode Island's state regulations which now recognize Head Start as a placement for preschool handicapped children, New England RAP met with Head Start directors to discuss unresolved issues which an agreement should address. The RAP arranged for directors to meet with the SEA, and offered to draft an agreement when it became clear that all parties had some reservations about doing it themselves. Directors have mandated the RAP to pursue such an agreement, dependent upon the receptivity of the SEA.

- New England RAP enlisted the Massachusetts SEA to present her own project, "Mainstreaming through the Media," to trainees at the Western and Eastern Massachusetts RAP conferences. The project trains teachers to help young children understand people with special needs. Through RAP's efforts, the Regional Office agreed to print the bibliography of children's books, reference books and films.

- A bill currently before the Massachusetts legislature proposes that the eligible ages for service be changed from three to 21 to five to 18. Meanwhile, the number of diagnosticians on the core evaluation team as specified in Chapter 566 has been reduced. New England RAP has responded by disseminating position papers to Head Starts on the efficacy of early intervention.

- New England RAP arranged for Head Start directors to meet with the SEA in Vermont. A Head Start director will continue to meet monthly with the representative, who is receptive to an SEA/Head Start agreement.

- After NYU RAP had surveyed grantees to document all interactions of Head Start with State Education Agency programs, a small group was selected to approach New York's Assistant Commissioner for Education of Children with Handicapping Conditions. The commissioner met twice with the representatives from Head Start programs, the RAP, STO, and Regional Coordinators of Service to the Handicapped. He indicated a willingness to help, to meet quarterly, and to review other SEA/Head Start agreements.

- NYU RAP represents Head Start services to handicapped children through their membership on the New York Interagency Council for Preschool Handicapped Children, and attended New York state hearings on services to young children.

- Region III RAP helped the District of Columbia write guidelines for their state implementation grant (SIG) to serve handicapped preschoolers. The RAP sits on the Program Standards and Guidelines Subcommittee of the Interagency Preschool Consortium to develop a comprehensive, cost-effective service delivery system for preschool handicapped children.

- In West Virginia Region III RAP arranged a meeting between Head Start directors and the SEA to discuss collaboration and to give directors an opportunity to express concerns about a Head Start/SEA agreement.

- Following a meeting with the Virginia SEA, Region III RAP developed a proposal outlining the process and timetables needed by an SEA/Head Start/RAP Task Force to write a collaborative agreement; the SEA hopes to begin work on the draft in Fall, 1981.

- Nashville RAP agreed to meet with the Alabama SEA to discuss details of a possible collaborative agreement.

- A Mississippi RAP Advisory Committee meeting stimulated the formation of a Task Force on collaboration. The Task Force reviewed SEA policies, records, placement data and IEPs, pinpointing specific areas for collaboration. They also drew up a preliminary collaborative agreement stipulating that the SEA would look at issues related to communication, Child Find and joint workshops. The SEA has asked for clarification on who is authorized to enter into an agreement for Head Start in Mississippi. With RAP assistance, the Regional Office has replied to the SEA explaining that ACYF Region IV is authorized to enter into these negotiations. Mississippi RAP plans to pursue an agreement.

- An SEA representative made a presentation on the "SEA Referral to Placement Process" at a Mississippi RAP conference for handicap coordinators, education directors and Specially Funded Cluster Coordinators in Mississippi in September, 1980, and answered questions about legislation affecting Child Find efforts in the state.

- Mississippi RAP serves on the State PL 94-142 Advisory Board which keeps staff informed of legislation and litigation. This membership enables them to establish relationships with the many LEAs serving as co-members.

- The Portage RAP, Minnesota SEA, and State Handicap Advocate met several times to review the Minnesota SEA/Head Start agreement, and to agree upon general procedures for implementing the agreement. The SEA and Head Start plan to co-sponsor workshops to focus on LEA/Head Start agreements.

- In New Mexico, where PL 94-142 has not been recognized, the Texas Tech RAP advised the Head Start Directors' Association to submit a proposal asking to use excess funds earmarked for special education for Head Start handicap services. The RAP supplied information regarding policy issues.

- Region VII RAP paid registration fees for teachers and handicap coordinators wishing to attend a Missouri SEA workshop the day after a RAP conference. RAP has been asked to serve on the Planning Committee for the Missouri SEA's Conference on Early Years. RAP will help identify consultants and be a resource for the conference.

- In Kansas Region VII RAP continues to sit on the State Interagency Coordination Committee which is composed of agencies serving the preschool handicapped and parent groups. RAP arranged for the Kansas SEA to meet with Head Start directors in that state.

- Region VII RAP made a presentation before preschool handicap consultants at an SEA Area Education Agency meeting in Iowa. In the face of a possible rescisson of state handicap laws, RAP discussed how it could be of help to the SEA and LEAs.

- Los Angeles RAP facilitated Head Start access to entitlement funds in Arizona by helping all six grantees apply through one large grantee who meets all the criteria for eligibility. RAP will prepare the application for the Head Start.

- Los Angeles RAP represented Head Start as a viable provider of services to children before the Nevada SEA Child Care Services Bureau, and opened contact between Head Start and other child care providers in the state.

- For two years, Los Angeles RAP has represented Head Start on the California Advisory Committee for Young Children with Special Needs; the committee is moving toward a credentialing process for early childhood special education which would give credit for Head Start teachers' experience and participation in mainstreaming training.

LEA/Head Start Agreements

As part of the task to collaborate with public agencies serving handicapped children, RAPs must develop written and signed agreements between Head Start programs and Local Education Agencies (LEAs). To underscore the importance of this task, RAP contracts identify a signed LEA/Head Start agreement as a deliverable item due by a specified date.

Despite the contractual requirement no agreement exists for which RAP has been directly responsible. This is the only task for which RAP performance has been substandard. Although RAP staff have adopted various approaches to promote (directly or indirectly) LEA/Head Start agreements, the results have been inconclusive to date.

The evaluators believe that the failure to deliver agreements relates to the nature of the task rather than the recalcitrance of the RAP network. RAPs support the collaborative concept. However, they are unable to deliver agreements between LEAs with whom they have no established relationship, authority or responsibility and Head Starts whose relationship to school districts is often equally uncharted. Moreover, it is not uncommon for hundreds or even thousands of LEAs to be located in one RAP catchment area. Written agreements are not viewed favorably by every Head Start and local education agency, even where longstanding informal agreements to exchange services exist. In Iowa, for example, LEAs fear federal and state budget cuts may limit the service that agreements will bind them to deliver. Some Head Starts believe written agreements will restrict the services that they now receive by mutual accord. And generally, people have become cautious about signing formal documents to avoid personal liability should damages ensue.

Under optimum circumstances, however, formal agreement would exist which clarify LEA and Head Start responsibilities and eliminate ambiguity in the exchanges of services for children with handicaps. In a few instances RAPs have become directly involved with parties who wish to develop LEA/Head Start agreements.

EXAMPLES OF DIRECT RAP INTERVENTION TO PROMOTE LOCAL AGREEMENTS

- New England RAP received a sole source contract from ACYF Region I to fund a half-time staff person (liaison). The staff person is to facilitate SEA and LEA agreements in Connecticut, requiring a state agreement and workshops on LEA/Head Start agreements. A Task Force of Head Start directors, LEAs, special education directors, and state level personnel outside of SEA will advise the liaison.

- Nashville RAP has met twice with Specially Funded Coordinators, the Tennessee SEA, and the LEAs to develop a local agreement for the transition of handicapped children into public schools, Child Find, and inservice training. RAP will mediate as the programs move into the final stages of collaborative agreements. RAP has encouraged SFCs to invite LEAs to their cluster meetings to share information. Three clusters have followed through on the suggestion.

- Mississippi RAP met with a Head Start program and its corresponding LEA to talk about sharing staff, a physical therapist, records, resources, and possibly transportation; the RAP passed along information to the program's SFC who will assist with follow-up.

- New England, Region III, University of Illinois, Portage, Texas Tech and Los Angeles RAPs have provided technical support to individual Head Start programs or LEAs or both to assist them with outlines or refinements of written agreements.

The many and varied activities that RAPs have initiated to foster local agreements indicate their commitment to and vision of collaborative work. However, negotiating an agreement would require a sustained RAP staff commitment to one grantee, with limited expectation for success. RAPs have small staffs and many grantees to serve, and are unable to give themselves to such a singular demanding effort. Since the task RAPs have been assigned is unwieldy and difficult to accomplish, they have interpreted their role pragmatically. They have chosen to act as catalysts rather than as negotiators of agreements. Activities in which RAPs have become involved are training on strategies to initiate and develop agreements; surveys to document the status of LEA/Head Start agreements; and dissemination of information, materials, and media to assist with the development of agreements.

The activities described below indirectly affect local agreements, and because of their catalytic nature are very difficult to assess.

EXAMPLES OF INDIRECT INTERVENTION TO PROMOTE COLLABORATIVE AGREEMENTS

- At meetings of Coordinators of Services to the Handicapped, NYU RAP has provided the coordinators with data on Head Start services to the handicapped from the Annual Report to Congress. RAP has helped Head Start directors prepare for presentations on services that Head Start offers public schools.
- Region III RAP met with Intermediate Units (LEAs) in Pennsylvania to explain the services that Head Start provides to handicapped children. The RAP mailed relevant materials to enhance participants' understanding of the Head Start effort. Concurrently, RAP worked on collaboration with directors at Head Start Association meetings throughout Region III.
- In Maryland, each LEA has an early childhood facilitator who is mandated to collaborate with Head Start. Region III RAP distributed lists of all the facilitators to Head Starts and urged them to make contact.
- Chapel Hill RAP has produced a slide show on LEA collaboration.
- Chapel Hill features Head Start programs that have successful working relationships with LEAs in "Newsbreak," a regional newsletter.
- At a Regional Conference the Chapel Hill RAP organized a panel to explore strategies for SEAs to use to help LEAs collaborate with Head Start.
- Nashville RAP made a presentation before District Special Education Specialists (SEA level) and Special Education Supervisors (LEA level) on RAP and the Head Start handicap effort, and distributed manuals.
- Mississippi RAP sent copies of signed agreements to Head Start directors.
- SEAs in Ohio, Illinois and Indiana were invited to training on LEA/Head Start collaboration at University of Illinois RAP conferences. SEAs answered questions and brought materials to distribute.
- At regular meetings with handicap coordinators Portage RAP outlined ways to approach LEAs, gave advice on the appropriateness of formal or informal agreements, and distributed copies of all available agreements.

- University of Denver RAP plans a session at a state conference, "How to develop a local agreement," presented by a Head Start director who has finalized such an agreement.
- The Los Angeles RAP and an SEA representative discussed the implementation of the California SEA/Head Start agreement on a countywide basis with Orange County grantees.
- The Los Angeles RAP prepared a statement which the Regional Office signed and attached to copies of the new California Head Start/SEA agreement. The letter answered long-standing questions which had prevented LEA/Head Start collaboration (e.g., who is responsible for children, at what age, and what are LEA responsibilities).
- The Alaska RAP offered joint training to school district and Head Start personnel at three sites.
- Alaska RAP assisted LEAs with the recruitment of staff.

Facilitation with Other Agencies

Many agencies other than public schools have their own mandates to provide services to children with exceptional needs. RAPs have worked to extend the resources of Head Start through collaboration with several of these agencies. The purpose of this collaborative work is ultimately to improve services for handicapped children in Head Start and their families. This is apparent in some instances and can only be inferred from others. Typical of cooperative work with agencies other than public schools are the development of agreements with SSI and Departments of Health; continuing collaboration on a series of training workshops; and intervention which benefits an individual child and results in an ongoing working relationship.

Other agencies or programs frequently cited by RAPs as partners in collaboration are Office of Special Education (formerly BEH) funded projects, Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Office, Developmental Disabilities (DD) programs, Departments of Health, University Affiliated Programs (UAP), and local resource providers. Many instances of work between RAPs and public agencies were cited by RAP staff; below we summarize those which are continuing efforts or have promise for ongoing work.

- Adaptive Environments, an OSE-funded project at the Massachusetts School of Art, has trained at several RAP conferences on the effects of classroom and home environments on behavior.

- Chapel Hill RAP collaborated with an OSE project to provide ten training sessions in North Carolina on curriculum, assessment, and parent advocacy for several service providers and Head Start.

- Mississippi and Chapel Hill RAPs and the Technical Assistance branch of the Office of Civil Rights provided training in five states on the implications of Section 504 Regulations for Head Start.

- Nashville RAP brought EPSDT and SSI representatives to a routine SFC meeting in Tennessee to introduce key people to each other.

- The Mississippi RAP has collaborated with MESH (Mississippi Early Services to Handicapped), a consortium of OSE-funded projects to develop and revise a directory of resources for young handicapped children in the state.

- The University of Illinois RAP, the Ohio Developmental Disabilities Planning Council, Westinghouse, and the Advocate have worked together to identify gaps in services for developmentally disabled children.

- Portage RAP has negotiated a collaborative agreement between Head Start and SSI/Disabled Children's Program in Michigan. Under the agreement families can receive additional funds and are eligible for the services of a field coordinator who will locate at Head Start programs.

- The University of Denver RAP negotiated an agreement between ACYF and the Colorado Department of Health (SSI/DCP) to plan for the delivery of comprehensive medical, developmental, rehabilitative, special education, and social services to eligible children under 16. Subsequently, under a local agreement, a Head Start and a local Health Department will write individual service plans and treat child abuse cases.

- Pacific RAP has facilitated agreements for screening services between Head Start and Public Health Departments in the Commonwealth of the Northern Mariana Islands, Marshall Islands and Guam.

- When a medical agency in Ponape received federal funds to serve Micronesia, Pacific RAP was asked to train medical officers, Head Start directors and handicap coordinators on health screening techniques for handicaps.

- Portland State University RAP helped write an agreement between the Head Start Directors Association and SSI in Oregon. The terms of the agreement stipulate that individualized service plans will be developed and children in Head Start programs will be reviewed periodically. Head Start will pay for education services and SSI will pay for diagnosis.

- New England RAP and the Developmental Evaluation Clinic of Children's Hospital in Boston developed and trained Head Start grantees. The topic of the workshop is Consumers of Diagnostic Services. Next year they will provide a series of workshops on child abuse of developmentally disabled children.

- Region III RAP facilitated an agreement for ongoing services to children with communicative disorders between a Head Start program and the Howard University Speech and Hearing Clinic.

- Head Start programs are eligible for free child evaluations from the Mississippi Learning Resource System whose coordinator is a member of the RAP Advisory Committee.

- The Los Angeles RAP identified Head Start programs in California for the Special Education Resources Network; as a result a Head Start program has been made a demonstration site for preschool training.

- In its collaborative efforts with the National Interagency Task Force on Improving Services to Preschool Handicapped Children, PSU RAP paid transportation costs for three special projects funded in Region X by ACYF to meet from June 16-19 to write a summative report on their collaborative efforts over the past two years.

- The Alaska RAP is a job training and placement source for mentally retarded and multiply handicapped adults. The Employment Training Center of Alaska refers trainees to the RAP.

- Public Health nurses in Alaska refer children to RAP for placement.

Official Representation on Committees

Finally, through their membership on the following committees RAPS identify gaps in service and suggest solutions which will have an impact on handicapped children in Head Start.

- NYU RAP is a member of the Advisory Board of the New York State Governor's Conference on Developmental Disabilities.
- NYU RAP is a member of the National Advisory Board for the Women's Action Alliance, which developed Project REED to develop nonsexist, multicultural materials for children and adults with disabling conditions.
- The director of the Region III RAP is the RAP liaison to the National Interagency Task Force for Improving Services to Preschool Handicapped Children. The Task Force, composed of representatives from EPSDT, Maternal and Child Health, Office of Special Education, Developmental Disabilities, and NIMH is examining and designing strategies to better use resources for handicapped preschoolers. There are three pilot community projects in Region X. The task force wrote an interagency collaboration workbook and a companion manual.
- The Region III RAP is a member of the Washington Child Development Council Task Force on Mainstreaming Preschool Children with Handicapping Conditions. The task force is writing guidelines for day care providers of services to handicapped children.
- Region III RAP is a member of the Washington Development Disabilities Council.
- Mississippi RAP sits on the United Cerebral Palsy Advisory Board.
- Los Angeles RAP is a member of the California First Chance Consortium; the RAP co-director is President this year.

Task 7: Attend Head Start Association Meetings

Each RAP must send a staff member to at least one Head Start state or regional director's association meeting to keep directors informed of the availability of RAP services and to provide an update on RAP activities. In addition, RAPs often use these meetings to respond to requests for services and to solicit information from directors on local programs. RAP staff attended a total of 77 state meetings plus 12 regional meetings or conferences. These figures are higher than the 63 state and five regional meetings attended last year, and considerably higher than the total of 50 attended two years ago.

All RAPs but two attended one meeting, but in many cases two or three, in every state or territory in their service areas. Texas Tech and the University of Denver RAPs attended meetings in all but one state. The District of Columbia has no director's association; in three other RAP service areas, two states share the same association: Vermont and New Hampshire, Colorado and Wyoming, and California and Nevada. Some RAPs are routinely placed on meeting agendas; others must wait for an invitation.

During the spring site visits, each RAP was asked how attendance at Head Start director's meetings had affected its efforts. In general, RAP's attendance at the meetings affords them greater visibility and permits personal contact with the directors. These meetings enable new members of a RAP staff to meet directors and more quickly gain insight into their program's needs. Such exposure to directors helps maintain positive relationships and facilitates relationships with such other program staff as handicap coordinators.

At director's meetings, RAPs receive feedback on their products, training ideas, and scheduling of services and training. Six RAPs felt that their presence at these meetings actually generated more direct requests from grantees. Portage reported that a direct result of their attendance at director's meetings was that directors increased their attendance at RAP conferences. Region VII RAP's variety of models for delivering RAP training was a direct outgrowth of the director's meetings and an agreement facilitated by Region VII RAP between the Nebraska SEA and the Head Start

Association was finally signed at a Head Start director's meeting. Alaska RAP reported that the director's association has suggested that RAP receive state matching money to do additional training for Head Start. Chapel Hill RAP's presence at meetings in Florida increased the emphasis placed on early identification and documentation of handicapped children in that state.

Task 8: Attend National RAP Directors Meetings

All RAPs meet two times a year at fall and winter National meetings. ACYF uses these meetings to give clear and regular guidance to the RAPs, to orient them to information and materials they will be asked to disseminate, to brief them on other ACYF efforts and contracts, and to solicit feedback from RAPs on ACYF's priorities and pressing issues. The Government Program Officer (GPO) meets individually with each RAP to review obstacles and progress, and to give guidance when necessary. RAP Task Forces meet for one day during the week-long meetings. Regional Office personnel are invited and often attend.

This year, the RAPs met in San Francisco, California, from October 20-24, 1980, and in Burlington, Vermont, from February 23-27,1981. RAP's October meeting was held concurrently with the Home Start Training Center (HSTC) National meeting, enabling the groups to meet together for one day to discuss future training and collaborative plans for Home-Based Head Start. At each national meeting, RAPs make short presentations highlighting their recent activities and introducing newly developed products or ideas of interest to the entire network.

During the spring site visits, RAPs were asked how they felt the national meetings had benefited their individual projects, as well as how they had contributed to the network. Most of the benefits accruing to the RAP network were considered to be beneficial to individual projects as well.

RAPs feel that the training-related materials, ideas, techniques, approaches, and demonstrations were invaluable, and many adopted them in their own training conferences. Several RAPs view the meetings as an excellent opportunity for orienting new staff and for easing entry into the RAP network. Receiving information from the GPO at these meetings is most helpful in keeping RAPs on target, by clarifying procedural and contract information, and by providing a national update of activities that affect their work. Face-to-face contact at the meetings contributes to the feeling of a network and encourages continued contact with each other for assistance upon their return home. The meetings offer opportunities to discuss problems and solutions experienced by individual RAPs, allowing others to avoid certain pitfalls and the need to "reinvent the wheel."

RAP staff used a variety of terms to describe the personal benefits of attending the National meetings, including "motivated," "stimulated," "recharged," "inspired," "reinforced," "energized"... the list could go on! In addition, the meetings provide an additional source of support to RAPs which serve different grantees in the same region (as in regions IV, V, IX and X), offering a rare opportunity to discuss regional efforts. Finally, the meetings offer RAPs a change of pace from their everyday RAP activities.

A few troublesome aspects of the meetings emerged in discussions with RAP staff. Some RAPs found it difficult to juggle limited time adequately -- to meet with the GPO, attend task force meetings, and attend general sessions (which some felt did not allow enough time for in-depth discussions). Two RAPs felt that the meetings were too intense, with too much to absorb at once and suggested scheduling more breaks. Another felt frustrated that some individuals arrive at meetings late or depart early, because it is generally disruptive, and those individuals miss hearing information that all others have received. One RAP felt that scheduling a dual meeting for two different networks diminished the cohesiveness of the meeting for both groups.

Several suggestions for future meetings were offered. Six RAPs suggested that a meeting be held during the summer rather than in October, since RAPs usually have very heavy fall schedules, particularly because of upcoming training. Two RAPs would like to see all RAP staff attend the National meetings, feeling strongly that those "left behind" lose something by not experiencing face-to-face contact with other RAP staff and hearing vital information first-hand. It was suggested that a display table be set up to share materials and products, and that special time be set aside for demonstrations; some RAPs would like others to bring enough copies of materials so that all persons attending could receive them. Finally, two RAPs suggested that minutes be kept of each meeting, including a record of the task force meetings.

Task 9: Participate in RAP Task Forces

ACYF has established task forces of RAP staff to advise the project officer on selected initiatives or to develop products useful to the handicap effort. The project officer determines the topics for task forces for the contract year and assigns RAP staff according to their knowledge or interest in those areas. RAPs are obligated by contract to participate in the assigned task forces and a single RAP can be assigned to as many as three task forces.

This year five task forces have examined the following issues:

- RAP computerized record keeping system
- Handicap curriculum training (earlier, CDA handicap competencies)
- Local Education Agency (LEA) collaborative agreements
- Study of speech impaired children in Head Start
- Program Account 26 funds

In the narrative that follows we shall review the purpose of each task force, its accomplishments and problemsome aspects.

The computer task force has been established for two years. Its purpose originally was to advise ACYF and the contractor responsible for the computerized record keeping system to adapt the system to management and information needs of the network. The purpose of the task force changed after it advised ACYF to discontinue the contract; the task force became responsible for designing a new MIS system and operationalizing the concept.

This year the computer task force, primarily the chairperson, was responsible for: advising ACYF to discontinue the contractor that developed the record keeping system because both hard and software were grossly inadequate; exploring hardware options of mainframe versus mini-computers: conducting a competitive search for and selecting good hardware; negotiating a hardware lease; selecting a consultant to design the software package: and managing the development of the software.

Such accomplishments had a toll. The time demands on the members were substantial and, for the chairperson, who devoted 76 days to the task over a nine month period with no compensation, there was some concern that services to grantees were decreased.

The group convened four times over the year; twice at RAP meetings and twice between meetings. The meetings were costly, especially for West coast members.

Some members of the task force thought the group was given responsibilities that should have rested at ACYF or with a separate contractor. Nonetheless, the group accepted numerous challenges resolving each to the satisfaction of ACYF and the RAP network. At the close of the summer, 13 RAPs will have the new equipment and software development continues.

Members of the task force are: New England (chairperson), NYU, Chapel Hill, Nashville, Portage, Region VII, University of Denver, Los Angeles RAPs, and Roy Littlejohn Associates.

The CDA task force explored the possibility of integrating RAPs' knowledge of and experience with special education into the handicap competencies of the Child Development Associate (CDA) degree. The task force was a continuation of one that began last year. In mid-year the task members examined the work scope of a new ACYF contract to develop CDA competencies and discovered that handicap competencies would be developed under that contract. At the request of ACYF, the task force changed its topic.

The reassembled task force had as its intent the development of curriculum materials to be used by the RAP network for future training of Head Start staff. The task force recommended the development of a series of films with an accompanying training guide and began to outline a course for their development; but their accomplishments have been thwarted by a new federal moratorium on the development of films. The task force is now at a standstill.

Members of the CDA/curriculum task force are: Texas Tech (co-chairperson), NYU (co-chairperson), Region III, Mississippi, Los Angeles, and Portland State University RAPs.

The LEA task force was established this year to assist RAPs with the task of developing local agreements between Head Start programs and Local Education Agencies.

The task force set out by developing a survey for all RAPs to conduct regarding the status of LEA/Head Start agreements in their service areas. The results of the survey have been compiled and members presented the findings at the RAP meeting. Two slide tapes are being developed, one for Head Start and one for the LEAs to explain how agreements benefit both parties. The media is being prepared by Chapel Hill RAP. At the last RAP meeting, the task force distributed samples of existing LEA agreements.

The task force members are: Mississippi (chairperson), Region III, Chapel Hill, and Portage RAPs.

The speech task force was newly established this year to advise ACYF as the agency explores speech impairments among the Head Start population. The task force first helped to delineate the problem. ACYF then let a contract through the competitive process. The task force will serve in an advisory capacity to the contractor.

The task force is made up of seven members: Alaska (chairperson), Region III, Chapel Hill, Nashville, the University of Illinois, Texas Tech, and the Pacific RAPs.

The PA 26 task force was also newly established this year. Because Head Starts have indicated a need for clear guidance on the use of PA26 monies (funds for the handicap component), the task force was created to develop this guidance. The task force is developing a draft booklet to clarify the policy guidelines, and is identifying problems and solutions. Each task force member has been assigned one cost category (transportation, equipment, services, staff, etc.) and has gathered information from Head Start programs on grantees' understanding of the uses of money in each category and the problems associated with the interpretation of guidance for each category. Once the data are analyzed, ACYF will determine a course of action to make the findings available to grantees.

The task force has had a change in leadership in mid-year. Originally, a Regional Office representative from ACYF Region VII was the chairperson, but lack of travel funds precluded his continued involvement. The task force members are: Texas Tech (chairperson), Nashville, Los Angeles and Pacific RAPs.

Task 10: Record Keeping System

Each RAP is required to implement the record keeping system advised by ACYF. In previous years there had been a contractor that developed and revised a system and adapted it for mini-computers. The computerized record keeping system was replete with problems in the hardware and software, and with the management of the effort by the contractor. At the beginning of the 1980-81 program year the computer task force advised ACYF to terminate the services of the contractor responsible for designing the system and to explore an alternative system.

The review of the record keeping system for this year is essentially a review of the work of the computer task force, especially the superb work of the chairperson, who was the source of leadership for the effort and did most of the work. The task force analyzed and reviewed available hardware and, after presentations from the top two vendors, advised ACYF to select the Apple III mini-computer. Subsequently, numerous alternatives were considered for developing software tailored to the specifications of the RAP workload.

While a solution desirable to ACYF and the RAPs was being worked out, the task force developed an interim record keeping system for RAPs in the absence of a computer. While grossly inadequate as a management and information system, it does provide accountability and systematically documents RAP activities. The system, patterned after a version of RAMIS (Resource Access Management and Information System), has as its core files of activities and task records which chronical all the transactions of the RAP program. Activity forms record the typical events of the RAPs. Labor or time intensive work related to RAP tasks is documented on the task records. A manual that accompanied the two basic records was also prepared by the task force to standardize recording conventions and definitions.

Records kept at RAPs were the best this year of any previous reporting period. Practices for recording are not infallibly uniform, but are greatly improved.

The program year for the New England RAP was dominated by assignments from the computer task force. This RAP searched for and selected a program designer to develop the software package for RAPs, selected a consultant to validate the design, and negotiated the price and agreements to lease the equipment. Once the software system is developed, it will be piloted and revised, and RAPs will receive training in its use. Concurrently, the development of the system will be managed by the New England RAP.

RAP staff look to the future of the computerized MIS with ambiguity, skeptical because of an unsatisfactory history; but they anticipate receipt of the new system with enthusiasm.

Task 11: Assist With the Annual Survey of Handicapped Children in Head Start

Each year ACYF surveys all Head Start programs for information about their handicap effort. The data is compiled and submitted in an annual report to Congress as the Annual Survey. For four years ACYF has advised Head Start programs to address any questions relating to the Annual Survey to RAPs. Few requests for assistance have come to RAPs; those which do are usually from new staff who are filling out the questionnaire for the first time.

Four RAPs received no questions about the Annual Survey; the remaining projects received twelve or fewer requests for assistance, although usually only two or three. Questions were primarily for clarification and interpretation. Examples included the following: When children are multiply handicapped, what is the primary condition? Can a child be counted if he is still in the diagnosis process? How do we distinguish between services provided by Head Start and services provided by others? How do we count a child who is diagnosed as a dwarf but who does not receive money for special services? RAPs have also provided general information on questions related to the "504" regulations. One RAP provided additional copies of the survey to two grantees who had misplaced them, and another provided a mailing address for the completed questionnaire.

When unable to give definitive answers to questions, RAPs contacted the Annual Survey Government Program Officer for clarification. Most RAPs informed grantees of their availability to assist through letters, at Head Start Director's meetings, and when they went on-site to programs.

RAPs make use of the data from the Annual Survey in several ways. Four RAPs share the information with SEAs, other state agencies, advocates, and Head Start directors at their association meetings. One RAP occasionally uses the information to make yearly comparisons of the characteristics and needs of their grantees. Another identifies providers from the survey as listed by Head Starts and uses relevant information to plan for preservice and inservice training.

As grantees become more and more adept at filling out the questionnaires, RAPs are finding that Head Start programs no longer need assistance.

Regional Office Perspectives on RAP

An additional day is scheduled in each region during the RAP evaluation site visits to allow evaluation staff to meet with Regional Office personnel. Although RAP contracts are nationally administered, Regional Offices and RAPs cooperate to provide services to Head Start grantees. ACYF personnel are able to contribute additional information about performance.

Evaluators were interested in knowing how RAPs have been received among grantees this year; whether Head Start needs have been different, and how RAPs have responded; how RAPs have cooperated with regional T/TA contractors; what changes have occurred as a result of RAP work; what the most valuable service is that RAPs offer; whether room for improvement exists at each RAP; and what future directions RAP might take. Regional Offices were sometimes not able to answer questions about specific RAPs because contact with them has been limited during the 1980-81 program year.

Interviews were scheduled with the RAP contact at each Regional Office, and confirmed by letter. Questions which were to be asked were outlined in the letter. As confirmed by other sources, Regional Offices reported that RAPs have generally been well received by grantees in all ten regions. RAPs' perceptions of grantees' needs have been accurate, and they have been as responsive to these needs as their staff and dollar constraints will allow. Their credibility among Head Starts continues to grow. In the occasional instance where a problem has existed, RAPs have used criticism constructively to remedy it.

Have Head Start needs been different this year from last? In Regions II, IV, and X they have not been tangibly different. In Regions I and III, although there has not been an across the board change, individual grantees' needs change constantly, and both RAPs have been effective in matching their responses to the needs. New to Region V is the handicap SAVI, and although it has not yet been uniformly disseminated and as yet is not required, University of Illinois and Portage RAPs have made themselves available to answer numerous questions. The RAPs have coordinated their training efforts with

TEACH, another Region V T/TA contractor, in order to be responsive to individual grantees' requests for more intensive training on single topics, in addition to the broader training they receive from RAP.

Texas Tech RAP has responded to the heavy emphasis on interdisciplinary teams in Region VI by attending training sessions sponsored by Westinghouse to learn more about the approach. This region does have a handicap SAVI in place and RAP provides TA to grantees before and after the handicap IDV. The majority of Head Starts in Region VII are well-established programs, no longer in need of an orientation to the handicap effort. There is a growing shift toward working with directors and handicap coordinators and the Regional Office has talked with RAP about now assisting these personnel with the daily ongoing operation of a preschool handicap education program, rather than focusing only on teachers and the handicapping conditions. RAP has also been responsive to Head Starts' increasingly limited financial resources by providing cluster and on-site training.

In Region VIII, grantees are becoming increasingly sophisticated and are recruiting handicapped children rather than waiting for referrals. Carry-Over Balance (COB) funds are to be used for home-based training and writing IEPs, and RAP and the HSTC will be working together to train grantees.

It is the perception of the Regional Office that grantees in Region IX no longer need attitude changes regarding handicapped children but do need to understand how to include these children in the group. Further, although staff now understand assessments, they need help integrating them into individual and group plans. The Regional Office has discussed this with Los Angeles and Pacific RAPs and the RAPs are notifying grantees that they will offer assistance in these areas this year. In Region X where Head Starts are concerned about the effects that federal cutbacks will have on them, the Portland State University RAP has assisted with a collaborative agreement between the Oregon SEA and Head Start.

Over the years RAPs have developed cooperative relationships with existing T/TA contractors which are effective and professional. Earlier overlaps in roles have been minimized through efforts to coordinate and divide responsibility. Channels for communication (e.g., regular meetings with other T/TA contractors and/or the Regional Office) are formalized in eight regions, and informally maintained in all ten. RAPs share schedules, information, and resources with these colleagues and seek in-kind assistance from them. In three regions (III, IV, & V) needs assessments have been developed collectively.

RAPs in six regions appear to have no difficulty serving grantees in all geographic areas equally. In Region IV, although it is difficult for Chapel Hill to reach parts of its service area, the RAP is assisted by the SFC network. Mississippi RAP is able to cover all of Mississippi; the Regional Office had no information on Nashville. University of Denver, Los Angeles, and Alaska RAPs are not able to travel regularly in all parts of their service areas, but compensate with mail and phone contact whenever possible.

Regional Offices discussed changes which are the result of RAP work and the services they believe to be most valuable to grantees, and occasionally suggested improvements a RAP might make.

New England RAP was clearly the driving force which effected changes in Rhode Island legislation affecting preschool handicapped children this year and facilitated the Massachusetts SEA/Head Start agreement last year. The Regional Office values RAP's knowledge of the region and the general leadership it offers. RAP staff are able to respond in a timely fashion to grantees' needs; as an example, RAP has negotiated a contract with the Regional Office which has allowed them to hire a liaison person to help Connecticut grantees with LEA/Head Start agreements. The Regional Office suggests that RAP schedule quarterly meetings with the Regional Office. It would also like to receive copies of monthly reports.

As a result of NYU's quiet, gentle reassurance, Region II ACYF feels that Head Starts are less concerned that they might make mistakes as they serve children with handicaps. RAP brought Puerto Rican CSHs to New York for technical assistance and arranged visits to other Head Starts who are mainstreaming, which added to the CSH's understanding of service delivery systems.

Of most value to the Regional Office is RAP's ability to ferret out information and resources for children, and their referral techniques.

Although the respondent in Region III had no way of knowing what changes have resulted at the local level as a result of RAP's work, he indicated that the most valuable services which RAP offers to grantees are training and follow-up after training. Workshops have been conducted well, trainers are competent, and content is appropriate; RAP follows up with relevant materials. The Regional Office appreciates RAP's assistance on non-contract specific requests (e.g., information on the status of interagency agreements). The office would appreciate more input from RAP on the handicap portion of the regional needs assessment.

The North Carolina SEA/Head Start agreement is the result of Chapel Hill RAP's work this year. RAP has helped SFCs work with SEAs and has helped grantees access EPSDT services in North Carolina. The Regional Office values the RAP as a ready source of expertise, materials, guidance and advice.

Although progress toward a collaborative agreement with the SEA in Mississippi has been slow, the Regional Office contact feels no one from the Regional Office could have accomplished as much. Mississippi RAP, too, is valued by the Regional Office as an ongoing source of expertise, materials, guidance and advice.

Contact with Nashville RAP has been too limited to allow the Regional Office to describe changes which have occurred as a result of their work. The Regional Office indicated that wider areas of training are sought by the SFCs in Tennessee. He suggested that RAP hold state-wide meetings with SFCs in Kentucky and Alabama to assess needs, design a service delivery plan, and develop a spirit of cooperation.

The training on handicapping conditions from University of Illinois RAP and Portage RAP has enabled Head Start staff to look more closely at their own programs and to make necessary changes in their handicap components. The relationship with the Chicago grantee is stronger as a result of University of Illinois RAP's work with them. The close working relationship RAP has also developed with Departments of Education, resulting in RAP's transmittal of information to grantees, is another of the RAP's most valuable services.

The presence of Portage RAP in Minnesota has facilitated a stronger bond between the SEA and Head Start. Both Region V RAPs are credited with unifying handicap coordinators in their region, which has expedited the delivery of handicap services. Also of value to grantees are the RAP's availability to them (even at the risk of sacrificing time and dollars to make site visits), teachers training conferences, RAPs' follow through on questions referred by the Regional Office, and RAPs' non-threatening posture when grantees need to sound out an idea or problem.

Although Regional Office respondents in Region VI could not document changes, they believe that Texas Tech RAP is effective. Training on the manuals is the most valuable service offered by RAP to grantees. A Regional Office representative would like RAP to initiate more contact with her because she is interested in RAP activities and directions.

Region VII representatives feel that RAP has reestablished itself as a credible resource among SEAs and Head Starts during the 1980-81 program year. All four SEAs attend RAP Advisory Committee meetings. The Regional Office lists support to local programs, consistent services region-wide, meetings with handicap coordinators, and capacity building among the most valuable services that RAP offers to grantees. In addition, RAP serves as one locus of materials, information, and support for Head Starts. The Regional Office suggested that RAP do more work with the Missouri Head Start Association.

The agreement between the Colorado Public Health Department and Head Start is a result of RAP work. Although it is too soon in the life of this new contractor to document other changes, the Regional Office thinks that RAP understands grantee needs.

The Regional Office representative feels that assessment and diagnostic work on the mainland in Region IX is better than it has ever been as a result of Los Angeles RAP's work. Since California has not been able to meet its ten percent handicap enrollment requirement, RAP's focus has been timely. The most valuable service that RAP staff offers grantees is their monthly phone calls, which keeps the RAP abreast of developments within the Head Start community. RAP shares this information with the Regional Office. Pacific RAP has helped grantees to understand what mainstreaming is. As a result, several have met their ten percent requirement. The most valuable service RAP offers to grantees is on-site T/TA services. The Regional Office is pleased with the amount of work the small RAP staff is doing, and that RAP sustains contact with the Regional Office as well as grantees.

Portland State University RAP assisted with the development of the agreement in Oregon between the SEA and ACYF. The Regional Office does not have a system for tracking changes in Alaska, so does not know what has occurred as a result of RAP's work. Of the greatest value to both RAPs' clients is the knowledge that they have one resource to turn to for referrals and consultations, and that this resource is responsible for helping them with their handicap effort.

Evaluators asked Regional Offices what future directions RAP should take. Respondents offered the following suggestions, some of which are RAP specific:

- ACYF should stress a team approach to diagnosis. By pooling specialists, the mislabeling of children as handicapped may be minimized. One region was particularly concerned about the number of children diagnosed as speech impaired.
- RAPs should continue to reinforce the concept of early identification and treatment.
- RAPs should represent Head Start at state levels with agencies besides the SEAs (e.g., EPSDT, Crippled Children's).
- RAP should coordinate more with HSTC and Westinghouse.
- ACYF should consider "outstation" RAP offices, and assign one RAP person to two states in large service territories.
- RAP should provide more on-site or cluster training.
- RAP should coordinate all handicap training in the region.
- ACYF should involve Regional Offices in the development of the RAP RFP so that the Regional Office has input re how national contractors fit into the regional T/TA network.

- Regional Office would like more RAP involvement in IDV's.
- Regional Office would like RAP to play a stronger advocacy role (e.g., stay current with state and federal legislative changes).
- RAP should conduct quarterly meetings for handicap coordinators in order to support the networks and expedite service delivery. RAP should pay travel and per diem.

V. IMPACT DATA

The most important indicator of RAPs' effectiveness is the impact of their services on clients. This year we have again looked at three client populations: 397 Head Start programs; 53 State Education Agencies; and 2,500 trainees attending RAP mainstreaming conferences. The findings from these sources are reported in this section.

Data from each of the sources assess the performance of RAPs on one of the following three contract tasks: providing service to Head Start programs, conducting state training conferences and facilitating collaboration with SEAs.

Because the ultimate measure of performance is whether a service meets the needs it was designed to meet and whether clients are satisfied with it, we attribute great weight to the findings in this chapter.

Head Start Perceptions of RAP Service

Evaluators telephoned a random sample of Head Start programs to measure client satisfaction. The random sample canvass is a rigorous test of performance as neither the interviewer nor the RAP has control over the receptivity of a Head Start program to a RAP. Staff turnover (among Head Starts and RAPs), predispositions of Head Starts toward national contractors, the distance of a RAP from a Head Start, and the availability of local services can all affect the frequency with which the RAP and Head Start interact with one another and the Head Start's satisfaction with the services it receives. In addition, the evaluators heavily weight Head Start clientele evaluations of RAP performance.

To minimize error in the study design the evaluators have over the years adopted procedural safeguards which are briefly summarized below.

- Random samples (i.e., a separate sample for each RAP) are drawn from lists of Head Start programs, all with assigned numbers.

- The lists range from a minimum of three programs in Alaska to a maximum of 148 at the Texas Tech RAP, with a mean of 81 programs.

The composition of the list is left entirely to the discretion of the RAPs. Some RAPs work exclusively with grantees; others work with grantees and delegate agencies. New York City, Chicago, Washington and Los Angeles grantees are exceptions to our random sample rule. Because these huge programs comprise a substantial portion of their RAPs' service areas, we include them in the samples if they are not drawn.

- The sample consists of 30 cases per RAP. For three RAPs (Mississippi, Pacific and Alaska) whose catchment areas comprise fewer than 30 cases, all cases are included.

The choice of 30 as the sample size is based on the convention in small sample statistics that the shape of the normal curve takes form with thirty cases. (We assume a normal distribution of impact attributes among the universe of Head Starts.) Our sample represents about 36 percent of all Head Start grantees reported by RAPs.

- Letters are mailed to each Head Start in the sample explaining the RAP evaluation, informing them of our upcoming telephone interview, and asking for their cooperation in the evaluation process.
- Interviews are sought with the individual most familiar with RAP service. Hence, we ask RAPs to identify their contact person at each Head Start. The advance letters and interviews are directed to this person.

Occasionally more than one respondent per case contributed to the interview at the request of the initial contact person. However, only one interview form is completed for each Head Start falling into the sample. A composite response is synthesized where there is more than one informant at a single Head Start.

- A brief standard interview guide is used in telephone interviews to permit comparisons with data from previous years on familiarity, types of contacts, initiator of contacts, satisfaction, and problems. This year additional questions were added.

A question introduced last year soliciting information on the most valuable service that RAP does offer or could offer was changed to ask only what the most valuable service is that RAP does offer. Also, in response to ACYF's need for information on which to base policy decisions, we collected data on the adequacy of PA26 budgets.

- All interviewers are trained to use the same protocol and to code responses identically.

The findings discussed in the following sections are based on interviews with 397 Head Start programs, or 99.5 percent of the originally designed sample. Two Head Start programs could not be reached by our interviewers.

Respondent Profile

Primary contacts for RAPs are the handicap coordinators. Exceptions to this are at the New England, Nashville, Texas Tech, University of Denver, and Pacific RAPs. When the RAP had indicated that they have equal contact with directors and handicap coordinators, evaluators automatically addressed correspondence and the phone call to the director; this explains the higher percentage of directors in New England, and partially explains the figures for Nashville RAP. Nashville RAP has retained a number of primary relationships with directors and thus often indicated that these were the contacts evaluators should call.

Protocol in the Region VI Head Start community indicates that directors should be used as the entry point to programs; evaluators therefore directed all inquiries to them, and only spoke to other staff at the suggestion of the director.

Because the University of Denver RAP is a new contractor, its first year contacts are appropriately with the directors of programs. Pacific RAP also advises third parties to call directors because it has not been until the past year that the programs have designated, with RAP assistance, one person to be responsible for the handicap effort.

Overview

This year every Head Start was familiar with RAP. Even in the two regions with new RAP contractors (Regions VIII and X), respondents were able to answer the question whether they were familiar with RAP affirmatively.

Table 13 on the next page shows that responsibility for initiating contacts was mutually shared by 60 percent of the respondents, and was reported to be initiated by RAP by 30 percent of the respondents. That mutually initiated calls are twice as likely as RAP initiated ones, suggests a reciprocal access that has grown over the life of a five year relationship. With two exceptions, those RAPs which show a higher than average percent of RAP-initiated contact in Table 14 have retained a variation of the newsletter as a means of regular communication. Denver, one of two exceptions, used mass mailings as a way to introduce itself; the other, Texas Tech, was engaged in a massive training effort requiring them to regularly notify grantees of their availability. This year only seven percent of the Head Starts reported that the impetus came from them, the lowest that this percentage has ever been.

The average number of types of contacts per Head Start was 3.8. Respondents described many of the same contacts they had described last year, i.e., mass mailings, materials, information, manuals training, and other training. Table 14 shows the percent of RAP clients receiving each type of contact.

For the third year in a row mainstreaming training (or its equivalent) was the most frequently cited contact, suggesting that this has become the most common vehicle for RAP/Head Start communications. More than four-fifths (81%) of the responding programs had attended the training. Last year's level of effort (78%) and that of the year before (75%) was sustained as RAPs trained yet another third of Head Start's teachers. Tallies from the interviews show that 2,542 (37%) of the teachers from the evaluator's sample of Head Starts were trained. The figure, slightly lower than last year's percentage of 40 percent, is corroborated by the lower number of teachers which RAPs reported they had trained; the drop in numbers seems to be primarily related to program decisions not to send teachers because of schedule conflicts or inadequate funds, or because directors felt their teachers had already received the training. An additional 1,560 teacher aides (24%) brought the total of teaching staff trained to 4,102, or 31 percent of all teachers and aides.

Table 13

COMPARISONS OF TOTAL RESPONSE PATTERNS OF HEAD START SITES TO IMPACT SURVEY IN 1979, 1980, and 1981

	1979	1980	1981
Number Unfamiliar with RAP	5	3	0
Initiative: Percent responding			
With RAP	32 %	38 %	30 %
With HS or Clusters	8	10	7
Mutual	55	51	60
No response	5	2	3
Type of Contacts: Percent indicating various major types of contacts:**			
Mailings	81 %	68 %	58 %
Information exchange	52	33	60
Materials obtained	50	37	46
TA by RAP or others	14	19	19
Training by RAP or others[a]	31	31	37
Manuals training	75	78	81
Average Number of Types of Contacts/Site:	3.5	3.7	3.8
Satisfaction: Percent indicating:*			
Excellent	32 %	39 %	38 %
Good	48	42	44
Fair	13	9	10
Poor	4	7	6
No response	4	7	6
Average "Grade" (four-point scale):	3.0	3.1	3.1
Percent having Specific Problems with RAP:	11	9	5

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[*] Columns on these mutually exclusive category distributions may not sum to 100 percent due to rounding error.

[**] Columns do not sum to 100 percent because multiple responses are shown.

[a] Excludes manuals training.

Table 14

HEAD START CLIENTELE REACTIONS TO RAP PROJECTS, 1980-1981

	New England RAP	NYU RAP	Region III RAP	Chapel Hill RAP	Nash-ville RAP	Missis-sippi RAP	U of I RAP	Portage RAP	Texas Tech RAP	Region VII RAP	U of D RAP	Los Angeles RAP	Pacific RAP	PSU RAP	Alaska RAP
Number of Sites (N=)	29	30	30	30	30	24	30	30	30	30	30	30	11	30	3
Sample of Composition (Respondent Numbers$_a$)															
HS Directors	50	32	30	24	53	8	23	13	57	18	52	13	83	21	33
HS HCC's	41	48	57	62	38	62	61	80	23	82	33	67	8	45	66
Other/HS	9	19	13	9	3	19	16	7	3	-	15	20	8	33	-
Cluster Coord.	-	-	-	6	6	12	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sites Unfamiliar w/RAP (#)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Satisfaction: (Percent)															
Excellent	48	40	33	50	13	50	50	53	40	30	33	27	27	30	67
Good	31	47	47	40	50	37	37	40	37	53	30	67	73	50	33
Fair	10	7	7	10	23	13	10	3	13	10	10	6	-	7	-
Poor	3	-	-	-	7	-	3	-	-	-	7	-	-	-	-
No Response	7	7	13	-	7	-	-	3	10	7	20	-	-	13	-
"Grade" (four-point scale)	3.4	3.4	3.3	3.5	2.9	3.5	3.4	3.7	3.3	3.3	3.2	3.3	3.6	3.4	3.7
Initiative: Percent Saying It Is With:															
...the RAP	24	17	47	33	17	13	40	23	47	33	47	30	9	27	-
...the Head Starts	10	17	-	10	30	8	-	7	3	-	3	-	-	-	-
...Both: Mutual	62	66	43	57	37	79	60	67	47	67	47	70	91	70	100
No Response	4	-	10	-	17	-	-	3	3	-	3	-	-	3	-
Types of Contacts: (Percent of Sites Mentioning):															
Mailings	55	57	73	80	37	50	70	57	50	67	40	53	82	60	67
Non-RAP meetings attended	55	30	27	20	17	21	17	27	23	13	17	10	18	17	33
RAP-sponsored meetings attended	31	3	-	17	10	29	3	3	3	37	10	7	9	-	33
RAP Advisory Committee	3	3	3	-	-	-	-	-	-	7	13	-	18	-	67
Information exchange	59	70	43	50	43	63	73	67	27	67	77	77	73	67	67
Materials obtained	31	40	37	63	27	46	77	57	33	60	40	66	82	10	67
TA from RAP obtained	21	13	10	20	10	38	10	7	7	10	17	23	73	7	67
TA from 3rd party obtained	7	3	7	-	-	-	-	3	-	-	-	3	18	-	33
Trng. from RAP provided	24	43	10	30	27	79	3	43	30	13	13	27	55	23	67
Trng. from 3rd party...	3	10	3	3	7	8	10	10	20	3	7	3	46	-	33
Attended manuals trng.	90	100	67	90	87	100	70	73	70	87	47	83	100	83	67
Obtained administrative counsel	3	3	3		-	-	-	3	-	-	-	7	9	-	-
Rec'd help w/HS/LEA agre'mt	10	-	-	-	7	17	7	10	-	3	-	13	-	-	67
HS acted as resource	-	7	-	3	3	21	3	3	-	17	-	10	9	7	-
Dealt w/spec. HC prob.	3	7	3	3	-	8	10	13	-	-	3	3	9	3	33
Other	38	27	10	20	20	58	10	30	17	30	7	10	27	23	[illegible]
Av. # Type of Contacts Per Site	4.4	4.2	3.0	4.0	2.9	5.4	3.6	4.1	2.8	4.1	2.9	4.0	6.3	3.0	8.3

Table 14

HEAD START CLIENTELE REACTIONS TO RAP PROJECTS, 1980-1981

	New England RAP	NYU RAP	Region III RAP	Chapel Hill RAP	Nashville RAP	Mississippi RAP	U of I RAP	Portage RAP	Texas Tech RAP	Region VII RAP	U of D RAP	Los Angeles RAP	Pacific RAP	FSU RAP	Alaska RAP
Number of Sites (N=)	29	30	30	30	30	24	30	30	30	30	30	30	11	30	3
Percent of All Teachers/TAs Trained at Conferences[b]	45/21	85/28	33/21	29/13	23/13	37/31	39/38	30/12	30/11	37/38	19/13	21/13	77/69	42/19	55/61
Most Valuable Service															
Training	66	40	47	63	67	71	43	53	57	53	43	53	64	63	33
Materials	14	27	17	37	10	8	30	23	17	23	10	33	18	17	-
Availability as resource	17	23	13	10	7	8	17	3	3	17	10	17	-	17	33
Technical assistance	7	10	3	7	7	13	-	13	-	-	3	20	27	43	-
Referral to resources	3	-	-	3	7	13	7	20	10	13	3	3	9	7	33
On-site services	7	7	13	7	-	-	3	-	10	7	7	-	27	3	-
Advocacy	3	-	-	-	-	4	-	-	-	-	-	-	-	3	-
Other	21	7	7	10	3	8	3	3	3	17	7	3	27	-	67
No Response	3	-	13	-	23	4	3	7	13	3	30	-	-	10	-
Specific Problems w/RAP? (%)															
Yes	3	-	3	3	20	12	3	-	-	-	-	10	-	3	33
No	97	100	87	97	80	88	97	97	97	100	90	90	100	97	67
No Response	-	-	10	-	-	-	-	3	3	-	10	-	-	-	-

[a] At some sites, more than one person discussed the RAP and its impact with the telephone interviewer. This accounts for the fact that the "Number of Sites" in the sample for a RAP sometimes varies slightly from the total number of respondents shown for that RAP. However, only one interview form was completed per Head Start site, and all percentages in the Table are based on the N of sites called. (Where more than one person at a site provided information, a single response for the site was inferred and recorded.)

[b] These percentages were calculated by dividing the reported number of teachers trained by the reported total number of teachers at the Head Start sites in the telephone survey sample (adding the average number of teachers per reporting site for sites not reporting their numbers of teachers.)

Information exchange was the next most frequently cited contact (60%); more Head Starts reported this type of contact than previously. Evaluators attributed the increase to Head Starts' perception of RAP as a constant, a familiar resource which can answer a broad range of inquiries relating to all aspects of the handicapped effort in Head Start. In addition, the percentage of attendance at RAP-sponsored workshops and meetings dropped from 25 to 12 percent, reducing the number of opportunities for this forum for information sharing.

Although it was the third most frequently cited contact, the incidence of mass mailings continues to drop from year to year. Since the deletion of the newsletter, from the RAP scope of work, the network as a whole relies less and less on mass mailings as a method of communication. Exceptions are new RAPs which find it a useful introductory contact, for RAPs which still publish a newsletter, and Alaska and Pacific RAPs which make frequent use of every form of contact with their small number of grantees. Dissemination of materials increased from 37 percent last year to 46 percent this year.

Training and technical assistance levels remained constant, increasing slightly in the amount delivered by RAP. RAPs generally are not able to provide as much on-site T/TA as Head Starts prefer. This year, however, there was more of a tendency among the network to provide services on-site, a trend which was also reflected in the manuals training effort. Types of contacts for specific help for children with handicapping conditions, counsel on PL 94-142 or Head Start practices, and Head Start serving as a resource to the RAP were each reported by less than six percent of the respondents.

Despite the national emphasis on LEA/Head Start agreements this year, the percentage of Head Starts reporting that RAP had facilitated their efforts did not increase, and, in fact, decreased from nine to five percent. RAPs have primarily collected information about Head Start/LEA relationships this year, and have been reluctant to press for written agreements.

The most valuable service assessed by Head Starts was training, according to 55 percent of the respondents. Ranking second in importance was dissemination of materials, followed by technical assistance. The next most frequently cited valuable service was RAP's support and availability to grantees. While these characteristics are more a matter of style, they are esteemed by grantees.

Satisfaction continues to run high with very little shifting in the scores for individual RAPs or for the overall score. On a four-point scale satisfaction measures a steady 3.1, with 82 percent of all informants describing RAP's work as "good" or "excellent" and only two percent rating it as "poor." Over three years one sees a consistently high satisfaction grade, more enthusiastic respondents, fewer expressing reservations or dissatisfaction, and more refraining from responding at all as explained on page 213.

Problems with RAP were relatively rare (5% or 18 sites), with fewer cases reported than a year ago. More than half concerned logistics at RAP conferences: delays, late notification of conferences, equipment failures, workshop scheduling conflicts. Eight cases dealt with more serious matters such as last minute cancellations, substandard training, and no service at all. For the most part the problems that were mentioned were inconveniences or unavoidable mishaps, and only at one RAP was a serious problem cited more than once.

Topic-by-Topic Discussion

Initiative

Mutually initiated RAP/client contact occurred in 60 percent of the cases in 1981. Discussion here will look behind the figures in Table 14. The three RAPs ranking highest on mutual initiative are:

	(%)
Alaska	100
Pacific	91
Mississippi	79

No other RAP showed a percentage of mutually initiated contacts above 70 percent. Mississippi and Alaska have been cited for the third year in a row; Pacific RAP for the second. These RAPs serve fewer Head Starts than do others, which does permit frequent and reciprocal contact with every grantee. Particularly in Alaska and the Pacific, where resources for assistance are scarce, Head Starts rely heavily on these RAPs for assistance, and RAPs in turn feel a responsibility to keep programs abreast of issues and services. Los Angeles and PSU RAPs also have high percentages of grantees that report mutually initiated contact with RAP. Because of its contract history as a STATO, grantees customarily call PSU and vice versa, and this pattern carries over to RAP.

Scoring highest on RAP-initiated contacts was Region III (47%), matched by an almost equal percentage of mutually initiated contacts (43%), as this RAP has become increasingly well known to its Head Start clientele. Denver and Texas Tech RAPs both show an equal balance of RAP and mutually initiated calls (47% of each). As noted last year, the protocol in Region VI requires RAP to call directors before initiating contact with a program. Consequently more than half of RLA's phone contacts this year were with directors who receive incoming calls and materials from RAP, but may rely on their consortium coordinators or their handicap coordinators to transmit information or questions back to RAP. The equal percentage of mutually initiated contact this year signifies that programs are growing increasingly familiar with the RAP staff and the access each has to the other has grown. University of Denver RAP's substantial percentage of mutually initiated contacts is commendable in a new contractor.

A higher than average percentage of grantees were reported as initiating contact with Nashville RAP because they customarily contact their Specially Funded Cluster Coordinators who then call RAP.

Types of Contacts

An open-ended question asked respondents what contacts they had had with RAP during the year; responses were multiply coded into pre-determined categories. The categories, the same as those used last year, capture RAP/Head Start interactions and allow comparisons from one year to the next. Types of contacts include mass mailings, information exchange, training, technical assistance, administrative counsel, help with LEA agreements, RAP meetings, non-RAP meetings, Advisory Committees, and administrative counsel.

Types of contacts that eluded one of the categories were recorded as "other" and include SEA agreements, needs assessments, periodic canvasses and census calls. With one exception, responses were unprompted. As was true last year, prompting did occur to determine whether staff from a grantee had attended the RAP training conferences, how many teachers and teacher aides had been sent, and how many teachers and teacher aides were employed by the Head Start. The question about mainstreaming conferences will be treated separately in the topic-by-topic discussion. However, attendance at the manuals training is always tallied among contacts and is, therefore, computed into the average below.

The average number of types of contacts, 3.8, has shown a small but steady increase over the past three years (3.5 in 1979 and 3.7 in 1980). Overall, evaluators noticed a resurgence in materials and information dissemination, and a decrease in contact through meetings; last year the reverse was true. Evaluators hypothesize that a decrease in either causes the other to rise as RAPs and Head Starts find ways to keep information flowing. There was also a significant increase in the incidence of training other than mainstreaming training across the network. Given the small staffs at RAPs it becomes virtually impossible to train on-site and attend meetings on a broad scale.

Comparing the range of mean types of contact for 15 RAPs over the past three years, we find that the variety of types of contacts has increased by more than half (51%) on the high end and less than half (40%) on the low end.

	Different Types of Contacts		
	1979	1980	1981
High Mean	5.5	6.8	8.3
Low Mean	2.0	2.7	2.8

The three RAPs ranking highest in the average number of types of contacts are:

	1980	1981
Alaska	6.8	8.3
Pacific	4.4	6.3
Mississippi	4.0	5.4

Alaska RAP has sustained contact with two out of three grantees that mentioned mass mailings, Advisory Committee, training and technical assistance from RAP, and help with Head Start/LEA agreements. All respondents had attended the training and reported "other" types of assistance including RAPs' financing of consultants and materials, mutual endorsements and RAP membership on a staffing team.

Respondents served by the Pacific RAP cited an increase of materials, information, and on-site training and technical assistance. All had received mainstreaming training as well.

Mississippi RAP demonstrated a solid level of effort in almost every type of contact. Significantly higher than the norm and higher than any other RAP were the number of programs reporting they had received training. In addition, all of the grantees had sent someone to mainstreaming training; three reported that all of their teachers have now been trained. Respondents here cited the highest incidence of assistance with LEA/Head Start agreements except for Alaska. A high percentage of Head Starts reported that they had served as resources to RAP to train Head Start personnel in other clusters.

The average number of types of contacts for other RAPs follow in descending order:

	1980	1981
New England	4.6	4.4
NYU	4.7	4.2
Portage	4.5	4.1
Region VII	2.8	4.1
Chapel Hill	3.5	4.0
Los Angeles	3.9	4.0
U. of Illinois	3.0	3.6
Region III	2.7	3.0

	1980	1981
PSU	*	3.0
Nashville	3.5	2.9
U. of Denver	*	2.9
Texas Tech	3.1	2.8

New England's attendance at non-RAP and RAP meetings was higher than the norm for a second year in a row as they met with Head Start directors and STOs to plan training, and used directors and handicap coordinator meetings as forums for discussion with SEAs. They also were able to provide training in addition to mainstreaming conferences for a number of programs. This is one of eight RAPs in which some mention was made of their assistance with LEA agreements. Fewer mentions of materials, assistance with LEA agreements and use of Head Start as a resource lowered their overall number of contacts from last year, but this RAP has been able to sustain a higher than average number of contacts with grantees despite the unexpectedly great burden of the Computer Task Force.

Informants served by NYU reported two and one half times more training (other than manuals) than last year (43% compared to 17% in 1979-80). At all sampled cases someone had attended manuals training this year. Technical assistance also increased slightly. RAP continued to publish a newsletter but less regularly this year, so fewer respondents recalled this as a contact. More called for information this year, noting that even if RAP is not available at the time, their call will be returned.

Portage has been consistently above average in its reported presence at non-RAP meetings, particularly those of the handicap networks. Grantees have not mentioned receiving as many materials as in the past, which contributed to a slight deflation in the overall score, as did a decrease in attendance at RAP-sponsored meetings. Incidences of training received increased at this RAP too. Examples cited were training for handicap coordinators on parenting and working with school systems, and training others on lesson planning, curriculum, and writing IEPs.

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*Contact began this program year.

The average number of types of contacts reported by grantees in Region VII has increased to a level which is higher than ever before. Respondents reported increases in RAP visibility at directors and handicap coordinators meetings, increases in dissemination of information and materials, increases in the use of Head Starts as resources and a slight increase in TA. Also this year a greater percentage of grantees reported that someone from the program had attended training.

Despite Chapel Hill's perception that their involvement with mainstreaming training had precluded the kind of attention they like to give to grantees, this RAP increased in the average number of contacts reported by respondents. More respondents saw RAP at non-RAP meetings, (e.g., cluster meetings and a state conference), several had received mailings of Newsbreak or calls about a needs assessment, and there was a significant increase in the number of programs who have received materials and information. Although there is a minor decrease in the non-mainstreaming training by RAP and in the number of Head Starts used by RAP as resources, the above increases and other types of contacts which remained constant increased their average score.

Los Angeles RAP respondents reported a lower number of RAP-sponsored meetings and fewer instances of serving as a resource for RAP, both of which follow from the RAP's decision to involve Head Starts less extensively in planning and implementation of training conferences this year. However, distribution of materials and information increased substantially, and instances of training and technical assistance doubled. Thirteen percent of Los Angeles RAP's respondents had received help with LEA agreements from RAP. More grantees in the sample had attended manuals training this year than last.

In the course of becoming familiar with their constituency, the University of Illinois RAP conducted a needs assessment and also made it a point to appear and participate at non-RAP meetings. This year more respondents sought help with LEA agreements from RAP, possibly because there have been vacancies in two Sate Handicap Advocate positions. RAP has provided samples of agreements and the names of appropriate contacts on request.

Region III RAP showed an increase in the average number of contacts in their second contract year. Increases were evident in materials and information contacts, training provided or arranged by RAP, and attendance at non-RAP meetings. This RAP frequently appears at directors association and handicap coordinators meetings. As the RAP has become more widely known, more respondents have reported a wider variety of contacts with the staff. The lower than average percentage of respondents who attended mainstreaming training appears in one-third of the sample; they did not have funds, they did not find it convenient to go, or they had their own resources; one had not heard of the training.

Types of contacts recorded from clients of Portland State University RAP show a sound start for a new contractor. Mailings and dissemination of information were slightly above average, as was attendance at mainstreaming conferences. Low citings of materials received and training and technical assistance are to be expected since the RAP is in the process of building a collection of materials and was short-staffed for the first quarter of the program year. Regardless the RAP also managed to provide some additional training on IEPs, assessment, developmental delays and working with families.

Nashville RAP also operated below staff capacity this year. However, the RAP attended non-RAP meetings (e.g., directors meetings) in order to keep abreast of local issues and to bring programs up to date on SEA/Head Start agreements. There was an increase in information exchange and RAP assistance with Head Start/LEA agreements; RAP staff have made themselves available to programs seeking to establish local agreements. A decrease in the RAP's non-mainstreaming training effort from last year lowered their overall score.

University of Denver RAP, a second new contractor, used more opportunities than any other RAP to disseminate materials to requesting grantees, and had the highest number of respondents serving on their Advisory Committee. Incidents of training were lower than average although technical assistance was on a par. The fewest numbers of programs reported they had received mainstreaming training but evaluators attributed this to the large portion of sampled grantees whose mainstreaming training had yet to be planned by

RAP. In addition, there was an average number who were unable to attend for other reasons. RAP did attend non-RAP meetings and sponsored meetings in an effort to get to know their clientele as quickly as possible.

Although not strongly corroborated by data from the Head Start telephone survey, data collected by evaluators elsewhere in the evaluation report suggest that the lower than average number of types of contacts reported by the Texas Tech clientele is due to the amount of time they were on the road training. Some respondents reported they were often not able to reach RAP, but knew that RAP would call them back. Increases in percentages of materials and information, training by a third party (frequently LATON) and manuals training were insufficient to compensate for decreases in mailings, meetings, LEA agreements, administrative counsel, and help with specific handicapping conditions.

Manuals Training

Eighty-one percent (81%) of the sample reported that some Head Start staff member from their program had attended manuals training this year and that 37 percent of their teachers had received training this year. Additionally, 24 percent of the teacher aides were trained this year.

To determine the percentage of teaching staff trained, we divided the reported numbers of teachers and teacher aides attending the training, by the reported number of teachers and teacher aides at each program. When respondents estimated numbers within a range, evaluators used the median and rounded up for our computations. Persons registered for an upcoming conference were counted as these appeared to be firm commitments to attend scheduled conferences.

The range in percentages of cases where "someone" received training was:

	"Someone from Site Trained"	
	1980	1981
High	100 %	100 %
Low	52	47
Average	78	81

Respondents were generally able to distinguish mainstreaming conferences from other training even when the topics were sequentially appropriate, and therefore not familiar from years before. Evaluators were also able to recognize legitimate conference topics during the analysis of data, and recorded them when necessary. All respondents were clear that RAPs had hosted the conferences.

Ranking highest in cases where "someone" was trained were:

NYU	100 %
Mississippi	100
Pacific	100
New England	90
Chapel Hill	90

No other RAP scored higher than 87 percent. At the lower end of this dimension were:

U. of Denver	47 %
Region III	67
Alaska	67

As explained earlier, for one-third of the Head Starts in the Denver sample training had not yet been planned. Other non-attendees gave a variety of reasons for not attending --grantees did not have the funds to attend, did not find it convenient to go, or had their own resources. Only one had not heard of the training.

Among Alaska grantees, one (33%) did not receive mainstreaming training, but did note several other types of training provided by RAP.

The range in calculated percentages of teachers trained was:

	Percentage of Teachers Trained	
	1980	1981
High	84 %	85 %
Low	23	19
Average	40	37

The highest estimated percentages of teachers trained were those trained by:

NYU	85 %
Pacific	77
Alaska	55

NYU has consistently trained high percentages of teachers because conferences offer tracks for new and previously trained teachers and the content is carefully matched with the teachers'prior experience. Pacific and Alaska RAPs travelled on-site, thereby increasing percentages of teachers trained.

Table 14 shows that all other RAPs trained between 19 and 45 percent of their teachers. All 15 RAPs trained between 13 and 69 percent of the teacher aides in their service area.

Satisfaction

Satisfaction ratings parallel those of the previous year. Satisfaction is measured on a four-point scale, with four indicating excellent work, three good work, two fair work and one poor work. A four-point scale has been used over the years so that findings are comparable from one year to another. Exact numerical values are tallied (e.g., 2.75, 3.5, etc.). This year 82 percent of all respondents characterized RAPs' work as either good or excellent, i.e., above three on the scale; only two percent, or six respondents out of 397, gave RAP the lowest score.

	Distribution of Satisfaction by Rating	
	1979-1980	1980-1981
Excellent (4)	39	38
Good (3-3.9)	42	44
Fair (2-2.9)	9	10
Poor (1-1.9)	2	2
No opinion	7	6

About six percent of the respondents were unable to rate satisfaction with RAP services because they were new staff and not familiar enough to rate RAPs' work (1%), or simply had had insufficient contact with RAP (4%), or for some other reason (1%) could not render a judgment about RAPs' performance. More than half of the cases of insufficient contact occurred among grantees served by the two new contractors. At these new RAPs, both funded in the fall, the period of performance was about half that of the rest of the projects.

Those RAPs with the highest percentage of enthusiastic respondents follow.

	Percent Expressing "Excellent" Performance
Alaska	67
Portage	53
Chapel Hill	50
Mississippi	50
University of Illinois	50

The top three RAPs were also cited last year for their high rankings; Mississippi and University of Illinois rose slightly, six and eight percent points respectively; New England RAP followed with 48 percent of their clientele rating satisfaction with the highest score.

At the Nashville, Alaska and Pacific RAPs, the percentage of clients giving highest ratings has fallen. In the former instance, where 38 percent gave highest scores last year, now only 13 percent are so recorded, the difference falling into "fair" ratings. At the Pacific RAP, 58 percent of the clients gave RAP the highest rating last year, while 27 percent now record it. However, the overall satisfaction score at the Pacific RAP is the second highest of all RAPs because all respondents gave ratings of "good" or "excellent."

Although not among RAPs with highest scores, Texas Tech warrants notice here, as it shows the greatest increase among clientele reporting top scores; last year at 27 percent, this year 40 percent of the respondents gave RAP the highest score on satisfaction.

On the low end of the scale, only two percent of all respondents expressed dissatisfaction with RAP, the same percentage as in the previous survey.

Last year there were five RAPs (Region III, Texas Tech, Region VII, Los Angeles and University of Washington) with at least one client who expressed dissatisfaction by giving the lowest rating. Not one of these RAPs had a single respondent this year giving the lowest rating; we assume that the sources of dissatisfaction have been corrected.

Four RAPs did have at least one client who registered dissatisfaction or gave RAP the lowest rating in 1980-81.

	Percentage Expressing "Poor" Performance
Nashville	7
University of Denver	7
New England	3
University of Illinois	3

New England and University of Illinois RAPs each had one dissatisfied respondent. In the former case, the respondent heads a delegate program and has not known of RAP services offered this year. This type of situation, a familiar one, could be the fault of gap in communication either between the grantee and the delegate, or between RAP and the program. The situation at the University of Illinois is one in which the grantee does not have a complete understanding of the services that RAP offers and feels it should be more medically than educationally oriented. University of Denver is a new contractor and the two grantees giving the low ratings had had little or no contact with RAP at the time of the survey. Nashville grantees had had limited contact with RAP. Both respondents who gave "poor" ratings had received no services from RAP this year. Moreover, 23 percent of the respondents gave RAP "fair" ratings.

A satisfaction grade was computed for each RAP and for the network. The complete distribution of satisfaction scores for all RAPs for 1978-1981, are presented in Table 15. The index for the network is 3.1, identical to the index last year. Eight of the RAPs surveyed showed increases; three maintained the same score, and four showed decreases.

Table 15

Comparisons on Satisfaction Scores-1978-1981

RAP	1978	1979	1980	1981	Change '80-'81
New England	3.5	3.1	3.5	3.4	-.1
NYU	3.6	3.3	3.3	3.4	+.1
Region III*	3.1	3.0	3.3	3.3	None
Chapel Hill	3.5	3.3	3.6	3.5	-.1
Nashville	2.3	3.0	3.4	2.9	-.5
Mississippi	3.1	3.6	3.4	3.5	+.1
University of Illinois	3.2	3.1	3.3	3.4	+.1
Portage	3.3	3.4	3.6	3.7	+.1
Texas Tech**	3.0	3.2	3.2	3.3	+.1
Region VII	3.2	2.9	3.2	3.3	+.1
Denver University***	3.3	2.9	3.2	3.2	None
Los Angeles	2.7	3.3	3.0	3.3	+.3
Pacific	-	2.5	3.6	3.6	None
Portland State University***	3.2	2.7	2.8	3.4	+.6
Alaska	4.0	3.5	3.8	3.7	-.1
ALL	3.2	3.0	3.1	3.1	

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*Region III was served by PUSH RAP in 1978/1979 and Georgetown RAP in 1980.

**Texas Tech RAP replaced the University of New Mexico RAP in 1979.

***Denver University replaced Mile High in 1981.

***Portland State University replaced University of Washington in 1981.

The scores for all but one RAP fall within the range of 3.2 to 3.7. Note that the indices for individual RAPs are relatively higher than the overall score for the network. The conventions used to determine the overall index in previous evaluations include respondents who refrain from expressing an opinion on satisfaction, thereby depressing the score. These "no opinion" responses have been excluded from individual RAP indices, boosting scores for RAPs with significant numbers of "no responses" to this question. Eliminating non-respondents from the calculation for the overall index would yield a satisfaction score of 3.4 for the network this year and the previous year, 3.3. This stability reflects well upon the network for a year that has seen two new contractors and a change in the National Project Officer.

Highlights from Table 15 return the focus to the same RAPs cited previously in this discussion of satisfaction. Thus highest satisfaction scores appear at the following RAPs:

	Satisfaction Score (1981)
Portage	3.7
Alaska	3.7
Pacific	3.6
Chapel Hill	3.5
Mississippi	3.5

The satisfaction scores have held relatively constant this year. There has been little upward and downward movement relative to other years. Greatest positive changes between 1980 and 1981 are shown for:

	Positive Score Shift 1979-1980
Portland State University	+.6
Los Angeles	+.3

Portland State University RAP replaced the former contractor in Region X. In its first year it ranks fifth among all RAPs in satisfaction and has obviously bridged the gap that existed between its predecessor and the grantees. Los Angeles was the second lowest scoring RAP last year when 29 percent of the clientele gave a rating of two or below; this year only six percent gave a rating lower than "good." NYU, Mississippi, University of Illinois, Portage, Texas and Region VII RAPs show minor positive shifts in satisfaction scores.

A negative change in satisfaction between 1980 and 1981 occurred at:

	Negative Score Shift 1980-1981
Nashville	-.5

As stated before, satisfaction grades for individual RAPs are computed by excluding all non-responding cases from the calculations. But the reasons for the lack of response warrant analysis. Nine RAPs have at least one case where informants did not offer an opinion on satisfaction. Usually, the respondents have had insufficient contact with RAP to venture a judgment on satisfaction, were new staff, not the regular RAP contact, or cited some other reason. The percentage of non-respondents is significant only at:

	Percentage of Non-respondents
University of Denver	20
Portland State University	13
Region III	13
Texas Tech	10

For Denver and Portland, both first year projects, the "non-respondents" had little or no contact with RAP, particularly at the Denver RAP where 13 of the sample had yet to attend RAP mainstreaming conferences. We anticipate that time will remedy the situation.

Region III and Texas Tech RAPs serve the largest numbers of grantees. Both projects have made concerted efforts to train teachers on a broad scale this year and to increase the frequency of contacts with grantees and both have attained their goals. The percentage of non-respondents for Texas Tech has dramatically dropped from 37 percent last year; two of the non-respondents were new staff, leaving only one that had had limited contact. Among Region III grantees, three had had limited contact with RAP, half the number of the previous year.

Let us consider some factors which contribute to high and low satisfaction with RAP. We shall examine the correlation of satisfaction scores with: the most valuable service expressed, the percentage of cited problems, initiator of contacts, the percent of respondents that missed RAP training conferences, and the average number of types of contacts. Table 16 gives the response rates on these factors for informants expressing highest and lowest satisfaction with RAP services.

Table 16

Distribution of Cases Expressing High and Low Satisfaction Across Selected Categories with Comparisons to the National Average

	No.	Most Valuable Service* (%)								Prob (%)	Initiator (%)**			No Show (%)	Av. # Types Contact
		1	2	3	4	5	6	7	NR		R	HS	M		
Excellent	151	58	9	9	9	19	1	30	1	0	19	47	77	16	4.8
Fair/Poor	44	41	2	7	7	16	0	25	20	14	50	11	30	25	3.0
National Av.	N/A	55	8	6	7	20	1	26	8	5	30	7	19	19	3.8

Key:
*1 = Training
2 = Technical assistance
3 = On-site services
4 = Referral to resources
5 = Materials
6 = Advocacy
7 = Other
NR = No response

**R = RAP initiated
HS = Head Start initiated
M = Mutually initiated

Relative to all respondents, the 151 Head Starts that gave RAP the highest rating on satisfaction average more types of contacts, identify no problems with RAP, mutually initiate contact with RAP to a far greater extent, are more likely to attend RAP mainstreaming conferences, and cite training more frequently as RAPs' most valuable service, followed by distribution of materials. Only one percent of the high scoring clients were unable to name a valuable service offered by RAP.

The responses from the low rating group reverse the patterns of the high rating group on all dimensions except most valuable service. They average fewer types of contacts, cite many more problems, show a higher likelihood of missing RAP conferences, and tend to let RAP initiate contact. Although in agreement that training is RAP's most valuable service, respondents cite it less frequently, and one out of every five of the low scoring group was unable to cite a RAP service that they felt was valuable.

These factors suggest that frequent and varied exchanges lead to familiar relationships where client and RAP mutually initiate contact with one another. The RAP mainstreaming conference is the major, and probably the only, face-to-face exchange between RAP and the grantee, and is a determining factor that shapes satisfaction with RAP services.

Problems

Head Start informants were asked if they had experienced any problems with RAP services. Of 397 interviews, only 18, or five percent, specified a problem. Like other findings, this is consistent with the incidence of problems in the previous year, 9 percent. No problems were mentioned for six RAPs: NYU, Portage, Texas Tech, Region VII, Denver and Pacific RAPs. Informants identified only one problem at six RAPs: New England, Region III, Chapel Hill, University of Illinois, Portland, and Alaska. Most of these problems resulted from late notice of conferences, scheduling conflicts at conferences, or in one case, a consultant who was unable to relate to paraprofessional staff at a RAP conference. For half of these Head Start programs, the problems cited were considered minor because satisfaction was recorded at "3" or above.

Nashville, Mississippi and Los Angeles RAPs had higher incidences of problems. Even though ten percent of the respondents identified a problem with the Los Angeles RAP, all gave good satisfaction scores. The problems again dealt with insufficient notice of a conference, a cancelled meeting and too many demands placed on the Head Start program that hosts a training conference. For Mississippi, too, the complaints related to late meetings, misinformation about a conference and no pay for consultants. Nashville juggled an internal reorganization of staff and facilities with services to grantees in the 1980-81 program year: grantees felt the effects, citing cancelled training sessions, a lack of service and problems with the quality of services by RAP.

Most Valuable Service

Head Start respondents were asked to name the most valuable service that RAP offered them and their staff. Ninety-two percent of the sample responded, and one out of four informants named more than one service. The distribution of responses follows:

	Percent Citing Most Valuable Service
Training	55
Distribution of materials	20
Availability as resource	12
Technical assistance	8
Referral to resources	7
On-site services	6
Information	6
Advocacy	1
Others	8

Others include services such as support to local handicap coordinators, assistance in collaborative work with public school systems, and help with ideas about recruitment.

The response patterns parallel those of the previous year where training was cited by 52 percent of the respondents, distribution of materials by 17 percent, technical assistance by 6 percent, and on-site services by 3 percent; resources and advocacy were identical last year. The response patterns for individual RAPs characterize what evaluators have come to recognize as emphases placed on those services by the RAPs. These data are further corroborated by the types of contacts reported by respondents earlier in this section. Training was the most frequently cited valuable service at every RAP, but by varying degrees. For example, at New England, Nashville, and Mississippi two-thirds or more of the clients cited training as the most valuable service. Los Angeles and Pacific grantees identified technical assistance far more frequently than the norm.

On-site services are cited more often than the norm by clients served by Texas Tech and Pacific RAPs. Referrals to resources are a valuable service, judged more often by respondents served by the Portage RAP than others. Distribution of materials is identified by 20 percent of all respondents; those served by Chapel Hill, University of Illinois and Los Angeles RAPs identify this service with greater frequency. Respondents served by NYU and Portage cite information provided by RAP as a valuable service more than other clientele. Respondents who refrain from naming a service when asked are usually those unfamiliar with RAP services or dissatisfied with them for some reason. Only at two RAPs were non-response rates significantly higher than the norm.

State Education Agency Perception of RAP Services

Roy Littlejohn Associates has conducted telephone inquiries with State Education Agency (SEA) personnel for four years to determine the impact of RAPs' work with them. During the first three years two series of inquiries were made, the first, halfway through the program year, and another toward the end of the year. This year only the summer inquiry was conducted because findings from previous years suggest that fluctuations in responses are seasonal or unrelated to RAP performance. Annual RAP gains are consistently higher in the summer series because school year start-up responsibilities and traditional holidays reduce the opportunities for RAP/SEA interaction in the fall and winter. Comparisons from the recent inquiry, conducted in June, 1981, will be made with those of June, 1980 and June, 1979.

SEAs or their counterparts were contacted and interviewed in fifty states, the District of Columbia, the Pacific Trust Territory, and Guam, representing 98 percent of the sample. No interview was completed with the SEA representative from the Commonwealth of the Northern Mariana Islands, who was unavailable after numerous attempts. American Samoa no longer receives funding from Head Start, and therefore no contact was made with the SEA. Interviewers spoke with the RAP-designated contact person in all but two instances, where the designated person referred RLA to another person. All calculations are based on the total number of respondents with whom interviews were completed (53).

Seventeen of the SEA contacts were first time respondents, and five of them replaced a respondent who was new in June, 1980. Approximately one-third (7 SEAs, 31%) of the SEA contacts date back to December, 1977, the year the collaborative task first appeared in the RAP scope of work.

Interviews used a guide to direct the telephone inquiry. It explored eight broad areas of inquiry in assessing RAP/SEA relationships:

- Nature of contacts
- Frequency of RAP/SEA communication
- Initiator of contacts
- Satisfaction with RAP

- Problems
- Suggestions
- RAP's most valuable service
- Additional comments

The findings under each of these broad areas of inquiry will be addressed for the network as a whole. Following that will be a profile of the findings for each RAP. Two tables will assist the reader in viewing the RAP network from a national perspective (Table 17), and on a program by program basis (Table 18).

SEA Impression of the RAP Network - An Overall Picture

Frequency of Contact

Respondents were asked how frequently they communicate or meet with RAP. Frequency is defined as: more than monthly, monthly, occasionally (6-11 times annually), infrequently (1-5 times annually), and never.

Fifty-two percent (28 SEAs) of the respondents reported contact occurring monthly or more often. The percentage is lower than in June, 1980 (31 SEAs, 63%) and considerably lower than in June, 1979 (37 SEAs, 70%). One half of these respondents (14 SEAs) reported contact more often than monthly, falling below the figure in June, 1980 (23 SEAs) and slightly up from June, 1979 (11 SEAs). In states where interagency collaborative agreements between SEA/Head Start have been formalized or where an agreement is a moot point, the frequency of contact is lower.

Four SEAs reported no contact with RAP, an increase from one case in June, 1980 and June, 1979. Twenty-one percent (11 SEAs) reported occasional contact (identical to the number of SEAs in the two previous June inquiries), and 19 percent (10 SEAs) reported infrequent contact (double the number of SEAs in the two previous June inquiries).

An index reflecting the average frequency of communication between a RAP and all SEAs in its service area appears in Table 17, Profile of RAP/SEA

Table 17

Profile of RAP/SEA Interaction Program by Program
June 1980 - June 1981

CHARACTERISTICS	NE	NYU	R III	CH	MS	NASH	UofI	PP	TT	RVII	Denver	LA	PACIF	PSU	AK	NATIONAL
Frequency Index 4 = more than monthly; 3 = monthly; 2 = occasionally (6-11 x/yr); 1 = infrequently (1-5 x/yr); 0 = never	1.8	4.0	3.0	3.3	2.0	1.0	3.0	3.3	1.8	2.0	2.5	3.0	3.0	1.0	3.0	2.5
Initiation of Contact																
Mutual	3	2	5	4	1	2	3	3	3	3	4	3	2	-	1	39
RAP	2	-	1	-	-	-	-	-	-	-	2	-	1	3	-	9
SEA	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1
No initiation	1	-	-	-	-	1	-	-	2	-	-	-	-	-	-	4
No interview	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Nature of Contacts (Unprompted)																
Advisory Committee	2	2	2	3	1	1	3	2	1	4	6	3	1	1	1	33
Mtg, Wkshp, Conf (not Ac)	5	2	5	3	1	1	3	1	3	3	3	3	1	-	-	34
Materials	1	2	4	2	-	-	2	1	3	1	1	1	-	-	1	19
SEA/HS Collaboration	3	1	4	1	1	-	2	2	1	1	1	3	-	2	-	22
LEA/HS Collaboration	1	-	1	-	1	-	-	-	1	-	-	-	1	-	-	5
SEA used as provider	-	-	1	-	1	-	1	-	-	-	-	1	-	-	-	4
RAP used as provider	2	1	1	2	1	-	2	1	-	2	1	-	1	-	-	14
Info Exchange	5	2	6	4	1	1	3	3	3	3	6	3	3	1	1	45
Mutual Project	1	1	1	-	1	-	-	-	-	-	-	-	1	-	-	5
State Plan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SIG	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	2
Other	1	-	-	2	-	-	1	-	-	-	-	-	-	-	-	4
Introductory contact	1	-	-	1	-	-	-	1	1	1	2	-	-	2	-	9
None	1	-	-	-	-	1	-	-	2	-	-	-	-	-	-	4
Average No. of Types of SEA/RAP contact per service area	3.8	5.5	4.2	4.5	8.0	1.0	5.7	3.7	2.6	4.0	3.3	4.7	2.7	2.0	3.0	3.9
Satisfaction Grade	3.2	3.3	3.6	3.9	3.0	2.0	4.0	4.0	3.3	3.4	3.8	3.5	2.8	3.0	4.0	3.4

Table 18

National Profile of RAP/SEA Interactions
From June 1980 to June 1981
with Comparative Findings From
June 1979 and June 1980

CHARACTERISTICS	% of SEAs responding 6/81 (Base: 53)	% of SEAs responding 6/80 (Base: 49)	% of SEAs responding 6/79 (Base: 53)	Nat'l scores as o		
				6/81	6/80	6/7
Frequency of Contact						
More than monthly	26	47	21			
Monthly	26	16	49			
Occasionally (6-11 x/yr)	21	22	21			
Infrequently (1-5 x/yr)	19	10	8			
Never	8	2	2			
No Data*	0	2	0			
Frequency Index				2.5	3.0	2.8
Initiation of Contact						
Mutual	74	63	58			
RAP	17	35	38			
SEA	2	0	4			
No initiation	8	2	0			
Nature of Contacts						
AC	62	57	58			
Mt, Wkshp, Conf.	64	71	60			
Materials	36	16	56			
SEA/HS Collaboration	42	47	50			
LEA/HS Collaboration	9	12	No Data			
SEA used as Provider	8	24	23			
RAP used as Provider	26	27	33			
Information Exchange	85	90	77			
Mutual Project	9	14	6			
State Plan	0	4	4			
SIG	4	No Data	No Data			
Other	8	24	6			
Introductory Contact	17	8	12			
None	8	No Data	No Data			
Average No. Types of Contact				3.9	4.0	3.9
Satisfaction						
Enthusiastic (4.0)	45	41	35			
Satisfied (3.0 - 3.9)	34	47	58			
Some Reservations (2.0 - 2.9)	2	8	2			
Dissatisfied (1.0 - 1.9)	2	0	0			
No Opinion (1.0)	6	2	6			
No Opinion (0)	11	2	N/A			
National Grade				3.4	3.4	3.2
Problems encountered in dealing with RAP						
No	89	96	94			
Yes	11	4	2			
Qualified Yes	N/A	N/A	4			

*ND (No data) respondent unable to estimate frequency of contact.

Interaction Program by Program. The index is based on a four point scale in which more than monthly communication = 4, monthly communication = 3, and so forth. Nationally, the frequency index shows contact between SEAs and RAPs at 2.5, that is between 6 and 11 times annually. The index is down from both of the two previous June inquiries (June, 1980, 3.0, June, 1979, 2.8).

For RAPs which serve only one state (e.g., Alaska, Mississippi) findings in all categories are governed by one respondent. The frequency index for lone-state RAPs represents less work than for RAPs whose service area is comprised of five or six states (e.g., New England, Region III, Texas Tech and Denver). Frequency of contact has gone up for two RAPs (Chapel Hill, University of Illinois), remained the same for four (New York University, Mississippi, Portage, Alaska), and gone down for seven (New England, Region III, Nashville, Texas Tech, Region VII, Los Angeles, Pacific). Comparisons cannot be made for the University of Denver and Portland State RAPs, both new contractors this year.

Initiative

Each SEA was asked who usually initiates contact between SEA and RAP. Three-fourths of the SEAs (74%, 39 SEAs) indicated that contacts are mutually initiated. This figure has risen from 58 percent in June, 1979 and 63 percent a year ago. Seventeen percent (9 SEAs) view RAP as the primary initiator of contact, and one SEA reported being the primary initiator of contact. Four SEAs reported that there had been no communication with RAP during the last year.

Nature of Contacts

SEA respondents were asked to recall what types of contacts they had had with RAP during the last year. The responses were coded into the following categories:

- Introductory contact
- Assistance with state handicap plan
- Assistance with state implementation grant (SIG)

- Participation on RAP Advisory Committee
- Attendance or presentation at meetings, conferences, or workshops, and, further, whether RAP-sponsored, SEA-sponsored, or co-sponsored
- Work on SEA/Head Start collaboration or collaborative agreements
- Work on LEA/Head Start collaboration or collaborative agreements
- Information exchanges by phone, mail, or at meetings
- Use of RAP materials or publications
- SEA's use of RAP as a resource other than a workshop presentation (e.g., RAP assists in adapting state guidelines for screening and assessment)
- RAP's use of SEA as a resource other than a workshop presentation (e.g., SEA provides information on Child Find in the state)
- Mutual projects (e.g., work together reviewing petitions to family courts for required services for the state)
- Other

As in the past, contacts were multiply-coded; for example, if an SEA worked with RAP on developing collaboration between the SEA and Head Start, and the SEA received copies of model agreements sent by RAP, both were coded.

The average number of types of contact per service area was 3.9, down only slightly from 4.0 a year ago, but consistent with that of June, 1979, also 3.9. The number and percentage of states reporting each type of contact in order of frequency follows on the next page. Comparisons are also made with two previous June reporting periods.

For three years information exchange has continued to be the most important function of RAP for the SEA (85% or 45 SEAs). Of the 45 SEAs reporting information exchange, 84 percent (38 SEAs) indicated it occurred by telephone, a substantial increase over a year ago; 69 percent (31 SEAs) by mail; and 56 percent (25 SEAs) in person. Thirty-four SEAs (64%) said RAP or the SEA had attended or presented at each others' meetings, workshops or conferences, or had co-sponsored them. Of the 34 SEAs reporting this, 65 percent, (22 SEAs) attended or presented at RAP-sponsored meetings, 41 percent (14 SEAs)

	Number of States Reporting			Percent of States Reporting		
Types of Contact	6/81	6/80	6/79	6/81	6/80	6/79
Information exchange	45	44	40	85	90	77
Meetings/conferences/workshops	34	36	31	64	73	60
Advisory committee participation	33	28	30	62	57	58
SEA/HS collaboration/agreements	22	23	26	42	47	50
RAP materials, publications	19	8	29	36	16	56
RAP used as a resource	14	13	17	26	27	33
Introductory contact	9	4	6	17	8	12
Mutual projects	5	7	3	9	14	6
LEA/HS collaboration/agreements	5	6	ND	9	12	ND
SEA used as resource	4	12	12	8	24	23
Other	4	12	3	8	24	6
Assistance with SIG	2	ND	ND	4	ND	ND
Assistance w/State hc plan	-	2	2	-	4	4
None	4	1	1	8	2	2

ND = No data

reported RAP attended and/or presented at SEA-sponsored meetings, and 9 percent (12 SEAs) identified co-sponsored meetings. Each of these figures are comparable to those of a year ago. Thirty-three SEAs (62%) described participation on RAP Advisory Committees.

Table 18, a National Profile of RAP/SEA Interactions from June, 1980 to June, 1981, compares the overall findings with those of two previous June inquiries. Four types of contact have appeared as most frequently mentioned for three consecutive years, and in addition have retained the same order of frequency. They are, in order of frequency, information exchange; attendance and/or participation at meetings, conferences and workshops; Advisory Committee participation; and work on SEA/Head Start collaboration/agreements. Furthermore, the number of SEAs reporting these types of contacts is comparable for the three reporting periods. Turning to other types of contacts, the number of SEAs noting that they had received specific materials from RAP (other than mass mailings) is higher than in June a year ago, but falls below the same reporting period in 1979. Introductory contacts have risen, due to the fact that two RAPs are new and other RAPs have experienced turnover in some key staff positions. The use of SEAs as a resource (other than for workshops, etc.) has dropped considerably, as well as the mention of "other" types of contacts, which in June, 1980 was three times higher. The latter may be due to more discrete categories of contacts on the interview guide. Additionally, a new category was created this year, Assistance with the State Implementation Grant, which was previously recorded under "other."

Satisfaction

Respondents were asked to rate their satisfaction with RAP's work on a scale of one to four, with one at the low end. Exact numerical values were recorded (e.g., 3.0, 3.8) and used in computations.

"No opinion" responses to the satisfaction question were included or not included in the tallies depending on the reason respondents did not rate their satisfaction. The "no opinion" of a new SEA contact only recently associated with RAP, or a new RAP, whose contact with the SEA had been recent, was eliminated from the computations. A "no opinion" response based on lack of contact between the SEA and RAP scored a value of one -- in effect a penalty -- and was included in the satisfaction grade.

Overall satisfaction remained the same as a year ago, 3.4, which is the highest level it has attained. A comparison of satisfaction rates for the three reporting periods follows:

Comparative Findings on Satisfaction With
RAP Work Expressed By SEAs

	6/81	6/80	6/79
Enthusiastic (4.0)	45 %	41 %	35 %
Satisfied (3.0 - 3.9)	34	47	58
Some Reservations (2.0 - 2.9)	2	8	2
Dissatisfied (1.0)	2	0	0
No opinion (1.0)	6	2	6
No opinion (0)	11	2	N/A
National Grade	3.4	3.4	3.2

Seventy-nine percent of the respondents in this inquiry rated RAP at 3.0 or above, indicating that the majority of SEAs are satisfied to enthusiastic about RAPs' work. This is down from both of the preceding June reporting periods, but is caused in part by the increased number of SEAs offering "no opinion" for either reason discussed earlier. One SEA was dissatisfied with RAP services. Satisfaction scores increased at six RAPs; at two RAPs satisfaction levels remained the same since the June, 1980 report; and at five RAPs satisfaction dropped. Comparisons cannot be made for the two new RAPs.

Most Valuable Services

SEAs were asked what they considered to be the most valuable service that RAP offers. Forty-five SEAs named services they value, some pointing to more than one service. Eight respondents felt that they had had insufficient contact to place a value on RAP services, five of these because their association with RAP had begun only recently.

The responses fell into the following general categories (in order of frequency): training, RAP serving as a resource to Head Start, RAP serving as a liaison between LEA/SEA and Head Start, RAP serving as a resource in general (information exchange, information source, resource sharing), collaboration efforts, RAP serving as a resource to SEAs, materials (including RAP products, media, publications and manuals), and "other." RAP training was mentioned by seventeen SEAs, a slight decrease from a year ago (20 SEAs). Eleven SEAs felt RAP's greatest value is serving as a resource to Head Starts, especially as providers of information and general assistance to the handicap effort. This service was reported by the same number of SEAs a year ago. The SEAs valued RAP as a liaison between SEAs or LEAs and Head Start, also reported by the same number a year ago. Six cited RAPs' efforts to facilitate collaboration between SEAs, LEAs and Head Starts; six did so a year ago. The number of SEAs citing a service in which RAP acted as a resource to the SEA (e.g., providing information on Head Start issues and the status of SEA activities in other states) dropped from fourteen a year ago to five during the current reporting period. Materials were mentioned by four SEAs as a valuable service rendered by RAPs, a decrease from eight a year ago. "Other" valuable services included RAPs' technical assistance efforts (2 SEAs), networking -- finding people with similar problems and getting them together (2 SEAs), Advisory Committee Meetings -- providing perspectives of the states (1 SEA), and providing individual evaluations of children -- through the auspices of RAP's parent agency (1 SEA). Five SEAs were unable to offer an opinion of RAP's most valuable service because the SEA was new to his/her position or the RAP was a new contractor. Three SEAs offered no opinion because contact with RAP had been lacking. RAPs' most valuable services, as identified by SEAs, show a broad spectrum of assistance rendered to several levels of providers of services to young handicapped children.

Problems

When asked to relate problems in their dealings with RAP, 47 SEAs (89%) reported none. Of the six who did report problems, four cited lack of contact with RAP. One felt that RAP had not included adequate public school representation in meetings to design strategies for collaboration between public schools and Head Start. Another related concern over RAP's lack of professional courtesy when RAP staff left an SEA-sponsored Pupil Count Workshop early because they felt it was not applicable to Head Start, when in fact the workshop was designed per the SEA/HS interagency agreement for Head Start's special needs effort.

Suggestions

Twenty-three SEAs (43%) offered suggestions to improve RAP operations. Suggestions fell into four general areas: improved communication, state-specific tasks relative to individual RAPs, improved collaboration efforts, and suggestions to improve or enhance RAP operations.

The greatest number of suggestions (9) were directed at improving more and/or better communications, such as more contact with SEA (5), clarification of RAP roles and responsibilities (2), more visibility to state Head Start Director's Association (1), and issuance of a newsletter (1).

Six SEAs made suggestions that were specific to RAPs' work in their states: better coordination between RTO/SEA and RAP/SEA to avoid duplication of services (1), more on-site visits to two rural Head Starts programs (1), more follow-up by RAP to see if the end results of T/TA were accomplished (1), greater focus of training on basic screening and assessment theory and procedures, not just specific handicapping conditions, (1), conduct of a statewide meeting in addition to the Advisory Committee (which is regional), for a state which is one of six in its RAP's service area (1), and conduct of an informal discussion meeting for all SEAs on a regional basis (for a region which is served by three RAPs) (1).

Six SEAs offered suggestions to improve RAP's role as agents of collaboration, including facilitating a clear formal working relationship between the SEA and Head Start (1), better coordination between RAP and the SEA for joint training (1), and greater efforts to pull Head Start and public schools together (4).

Finally, four SEAs offered suggestions to improve or enhance RAP operations: better advance planning for Advisory Committee meetings (2), expansion of an Advisory Committee to include more early childhood providers (1), and the last, which is more wishful than remedial, more money for a bigger staff (1). Five SEAs made this same suggestion one year ago.

Correlations of Variables in RAP/SEA Relationships

An attempt was made by the evaluator to determine if a combination of factors (satisfaction with RAP service, frequency of contact, primary initiator of contact, and number of types of contact) had any significant bearing on RAP work with SEAs. Correlations between satisfaction with frequency of communication and primary initiator, etc., follow.

The most satisfied respondents were those with whom contact was frequent and exchanges were mutual and varied. When the contacts were mutually initiated the satisfaction grade was 3.7, compared to those contacts which were RAP-initiated, where the satisfaction grade was 2.9. Respondents who reported contact with RAP on a monthly or more than monthly basis had an average satisfaction grade of 3.7, compared to those with infrequent contact, who had a satisfaction grade of 2.9. Satisfied SEAs averaged 4.2 types of contact with RAP; those who were less than satisfied or offered no opinion because of lack of contact averaged only 1.0 type of contact with RAP.

Where initiation of contact was mutual, 67 percent of the respondents reported that this occurred monthly or more often. Only 22 percent of the RAP-initiated contacts were monthly; none were more than monthly. Mutually initiated contacts reported by SEAs averaged 4.3 discrete types of contact; RAP-initiated contacts averaged 2.8 types of contact.

Those SEAs in contact with RAP monthly or more than monthly averaged 4.3 types of contact; infrequent contact shows an average of only 2.6 types of contact.

Frequency of contact, SEA satisfaction, and number of types of contact for each RAP's home state were compared with the rest of the RAP's service area. No comparisons can be made for the two home state RAPs. For six RAPs contact was more frequent in their home state than for the rest of the service area; frequency was the same for six RAPs; and in one state contact was less often. Satisfaction was higher in seven home states, the same in two, and lower in three. One new RAP cannot be included because opinions of satisfaction were not expressed by two of the three states served, due to the newly formed association between RAP and the SEAs.

The number of types of contact between RAPs and home states was higher in six RAPs compared to the rest of the service area, the same in two, and lower in five. All home states reported mutually-initiated contacts, except for the two home states served by new RAPs, where contact was primarily initiated by RAP.

Individual RAP Summaries

Summaries for each RAP's work with the SEAs in its service area follow. They contain the abbreviated contents of interviews with SEAs. Each summary is introduced with findings on three indexes -- frequency of RAP/SEA contacts, average number of discrete types of contacts, and overall SEA satisfaction. The types of contacts are identified by an "X". The narrative address comparisons with national findings on the three indexes and certain types of contacts are elaborated.

New England RAP

	6/81	6/80	6/79
Frequency index	1.8	2.6	1.8
Average No. types of contact	3.8	3.6	4.6
Satisfaction grade	3.2	3.1	3.4

Abbreviated Contents of Interviews

							6/81 Indexes	
States served	CT	ME	MA	NH	RI	VT	NE RAP	NAT'L
Frequency of contact	0	M	M+	N	I	I	1.8	2.5
Initiator of contact	M	M	M	N/A	R	R		
Satisfaction grade	4.0	3.8	4.0	N.O. 1.0	N.O. 0	N.O. 0	3.2	3.4
Types of Contact							3.8	3.9
AC	x	x						
Meetings, etc.	x	x	x		x	x		
Materials	x							
SEA/HS Collab.	x	x				x		
LEA/HS Collab.	x							
SEA as provider								
RAP as provider	x	x						
Info exchange	x	x	x		x	x		
Mutual project	x							
State plan								
SIG	x							
Other						x		
Intro contact					x			
None				x				

The New England RAP shows an increase in two of the three indexes over the last inquiry in June, 1980, but frequency of contact has fallen to a level equal to that of two years ago. Each index is below the national average for this reporting period. Contact averaged between five and eleven times per year, but general satisfaction remains solid. The satisfaction grade was based on the opinions of four SEAs; it does not include the "no opinion" expressed by the Vermont and Rhode Island SEAs because each of these SEAs felt that their association with RAP was too recent to express a level of satisfaction with RAP work. To avoid penalizing RAP, these "no opinions" were excluded from the grade. However, the "no opinion" expressed by the New Hampshire SEA was given a score of one because it reflected a lack of contact from RAP.

Elaboration of Contacts

Connecticut: The SEA is pleased that RAP has hired a new staff person to work exclusively on interagency work in the state. This person sits on a State Implementation Grant (SIG) committee which has given the collaboration of resources effort for the state a boost re early intervention. According to the respondent the new staff person's appearance on the scene has mushroomed the SEA's involvement with RAP.

Rhode Island: The SEA's association with RAP is recent and only limited contact has transpired. Some work has begun on designing strategies to bring Head Start and the public schools together, but the SEA feels efforts have been interrupted because of inadequate LEA representation.

Maine: Interagency work to coordinate agencies serving preschool handicapped children, including Head Start, has continued in Maine, Massachusetts and Connecticut. The SEA is pleased with RAP's involvement in efforts to join training forces for Head Start, Title XX and the Department of Education. The respondent complimented RAP staff on their availability and responsiveness. RAP sits on a committee for developing an undergraduate degree program at a state university.

Massachusetts: The SEA serves as the State Department of Education's representative to Head Start. She is facilitating the placement of three and four year old children from school districts into Head Start. With the passage of Proposition 2½ and the possibility of block grants, services to young handicapped children may not be mandated by legislation in the public schools; therefore, Head Start may become the only provider of these services. As a consequence, RAP and the SEA are in frequent contact to bring Head Start and public schools together in a closer working relationship.

Vermont: The SEA has attended monthly meetings with Head Start, an outgrowth of RAP/SEA interaction. The meetings have been concerned with issues and problems in the state and collaborative efforts between Head Start and the Department of Education. One of the SEA's long-term goals is to formalize an agreement with Head Start.

Suggestions

Rhode Island: The SEA feels that RAP needs to have greater public school representation in the process of designing strategies for collaboration between public schools and Head Start.

Massachusetts: RAP needs more staff and more money; SEA feels RAP staff are spread too thin.

Problems

Rhode Island: Inadequate LEA representation during process of designing strategies for collaboration between public schools and Head Start.

New Hampshire: Lack of contact from RAP.

Most Valuable Service

Connecticut: Collaboration

Rhode Island: RAP serves as a resource to Head Start

Maine: Information exchange

Massachusetts: Information resource; networking (finding people with similar problems and getting them together to talk).

Vermont: Unable to respond because of recent and limited contact with RAP.

New Hampshire: Unable to respond because of lack of knowledge about RAP.

New York University RAP

	6/81	6/80	6/79
Frequency index	4.0	4.0	3.0
Average No. types of contact	5.5	4.0	5.0
Satisfaction grade	3.3	3.5	3.0

Abbreviated Contents of Interviews

			6/81 Indexes	
States served	NJ	NY	N.Y.U. RAP	NAT'L
Frequency of contact	M+	M+	4.0	2.5
Initiator of contact	M	M		
Satisfaction grade	3.0	3.5	3.3	3.4
Types of Contact			5.5	3.9
AC	x	x		
Meetings, etc.	x	x		
Materials	x	x		
SEA/HS Collab.	x			
LEA/HS Collab.				
SEA as provider				
RAP as provider		x		
Info exchange	x	x		
Mutual project		x		
State plan				
SIG				
Other				
Intro contact				
None				

The New York University RAP has maintained a high frequency of contact with SEAs and for the second year in a row has the most frequent contact with SEAs (tied last year with Nashville RAP). The average number of types of contact exceeds that of a year ago and is among the highest during this reporting period. Satisfaction is solid, but it has slipped slightly from a year ago and is comparable to the national grade.

Elaboration of Contacts

New York: RAP works with the SEA to review family petitions to family courts regarding required services from the state. The SEA reports a very positive relationship with RAP.

New Jersey: RAP provided the SEA with examples of interagency agreements for use in developing a collaborative agreement with Head Start.

Suggestions

New Jersey: Suggests RAP provide leadership in coordinating the efforts of the RTO with the SEA to avoid duplication of services. Additionally, RAP should tie in with the new Regional Resource Center in Syracuse, N.Y.

Most Valuable Service

New York: RAP serves as a resource to Head Start

New Jersey: RAP serves as a liaison between the SEA and Head Start

Region III RAP

	6/81	6/80	6/79
Frequency index	3.0	3.2	N/A
Average No. types of contacts	4.2	4.6	N/A
Satisfaction grade	3.6	3.6	N/A

Abbreviated Contents of Interviews

							6/81 Indexes	
States served	DE	DC	MD	PA	VA	WV	R III RAP	NAT'L
Frequency of contact	M+	M	M	M+	0	0	3.0	2.5
Initiator of contact	M	M	M	M	R	M		
Satisfaction grade	4.0	4.0	4.0	3.5	3.0	3.0	3.6	3.4
Types of contact							4.2	3.9
AC	x	x						
Meetings, etc.	x	x	x	x		x		
Materials			x	x	x	x		
SEA/HS Collab.		x	x	x	x			
LEA/HS Collab.				x				
SEA as provider			x					
RAP as provider						x		
Info exchange	x	x	x	x	x	x		
Mutual project			x					
State plan								
SIG								
Other								
Info contact								
None								

The Region III RAP exceeds the national average scores on all three indexes this year, but has fallen slightly from its scores of a year ago in frequency of contact and average number of types of contact. Satisfaction remains the same, which is solid.

Elaboration of Contacts

District of Columbia: A draft agreement exists between the District of Columbia Head Start grantee and the D.C. schools, but it has been held up because of a monitoring of the Head Start grantee. The SEA expects work to resume momentarily.

Delaware: The SEA assisted RAP with the mainstreaming conference held in Delaware. She feels RAP's workshops are excellent and that ACYF should consider Head Start attendance mandatory so as to benefit all Head Start teachers and staff.

Maryland: The SEA has recently been assigned to encourage LEA collaboration with Head Start and expressed her appreciation for the willing assistance provided by RAP in this endeavor. The SEA has provided RAP with information on the number of handicapped children in the state. The SEA presented an inservice training session for a Head Start program and introduced materials prepared by the state.

Pennsylvania: The respondent has met with RAP several times to plan for preschool-age handicapped children. In Pennsylvania most preschool programs are provided by Head Start. The SEA indicated that a collaborative agreement has been delayed for political reasons, and does not fault RAP for its absence. She feels that RAP's goal to work with 505 LEAs in the state is unrealistic, and suggests that it would be much more realistic to work only with the SEA.

Virginia: RAP has met with the SEA regarding collaborative efforts with Head Start. Plans are being made to convene a task force to develop and get signed a statement of intent to work with Head Start.

West Virginia: The SEA presented at a RAP workshop. She also attended a RAP-sponsored meeting for Head Start directors regarding the State Implementation Grant. At the SEA's request, RAP sent materials which were then distributed to LEAs. RAP has provided the names of trainers to the SEA.

Suggestions

Delaware: When planning Advisory Committee meetings, give members options for dates.

Pennsylvania: Become more visible to the state-wide Head Start administrators association. The SEA feels that this is a good vehicle for disseminating information.

West Virginia: Develop a newsletter.

Most Valuable Service

District of Columbia: Training of SEA staff; making available diagnostic facilities for individual children.

Delaware: RAP serves as a resource to Head Start

Maryland: RAP serves as a liaison between the SEA and Head Start; good source of information.

Pennsylvania: Collaboration and the technical assistance to establish interagency agreements.

Virginia: RAP serves as a liaison between the SEA and Head Start (because Head Start doesn't have a state-level counterpart).

West Virginia: Training

Chapel Hill RAP

	6/81	6/80	6/79
Frequency index	3.3	2.5	2.5
Average No. types of contact	4.5	3.3	4.3
Satisfaction grade	3.9	3.8	3.5

Abbreviated Contents of Interviews

					6/81 Indexes	
States served	FL	GA	NC	SC	CH RAP	NAT'L
Frequency of contact	M+	M+	M+	I	3.3	2.5
Initiator of contact	M	M	M	M		
Satisfaction grade	4.0	4.0	4.0	3.5	3.9	3.4
Types of contact					4.5	3.9
AC	x	x		x		
Meetings, etc.	x		x	x		
Materials	x	x				
SEA/HS Collab.			x			
LEA/HS Collab.						
SEA as provider						
RAP as provider		x	x			
Info exchange	x	x	x	x		
Mutual project						
State plan						
SIG						
Other		x	x			
Intro contact	x					
None						

The SEAs served by Chapel Hill RAP continue to be very satisfied with the work being performed by RAP. Satisfaction has been consistently high for three years, and for the second year in a row satisfaction was the second highest among RAPs. Average frequency has climbed to more than monthly, exceeding the national average, and the average number of types of contact rose considerably, again to a level higher than the national level.

Elaboration of Contacts

Florida: The SEA presented on the status of preschool handicap programs in the state at a RAP-sponsored meeting. She exchanges numerous materials with RAP on transitioning from Head Start to public schools and the effectiveness of public preschool handicap programs, and information on all Florida resources available to Head Start. Comments from the SEA indicate her appreciation for RAP's dependability.

Georgia: The RAP Advisory Committee is a catalyst for intra- and interstate networks. Hearing about the status of other programs in relation to Head Start and the SEAs has been invaluable to the respondent. RAP provided the SEA with guidance, expertise and moral support in her efforts to do her own job. They also provided a historical perspective of services for preschool handicapped children, allowing the SEA to be more effective more rapidly in her work. She considers RAP staff the hardest working people she knows!

North Carolina: At RAP's request, the SEA presented at a RAP conference. RAP negotiated an agreement between ACYF (Region IV) and the Department of Education which affects local Head Start programs and LEAs. RAP provided the SEA with techniques for doing workshops. RAP has been involved in writing transition guidelines for the Division of Exceptional Children. RAP is a member of a comprehensive system of personnel development which reviews and submits inservice training needs of people working with young children. And finally, RAP assisted the SEA by reading incentive grant proposals.

South Carolina: RAP made a presentation on Head Start resources at a week long SEA-sponsored workshop for public school kindergarten and primary teachers and administrators. The SEA comments that RAP has always been good to work with and has been most cooperative.

Suggestions

Florida: Because the SEA fears that her travel money will be cut back she suggests that RAP find some way to keep personal contact so as to maintain the current high level of contact.

South Carolina: Facilitate a closer, formal working relationship between Head Start and the state.

Most Valuable Service

Florida: Materials (especially for parents); information dissemination and resource sharing ("RAP seems to know what's happening all over the country and keeps information accessible").

North Carolina: Training; on-site TA

South Carolina: Training; RAP serves as a resource to Head Start; Head Start and RAP materials are available to public school teachers.

Georgia: RAP as a resource to SEA.

Nashville RAP

	6/81	6/80	6/79
Frequency index	1.0	4.0	3.0
Average No. types of contacts	1.0	4.0	3.3
Satisfaction grade	2.0	4.0	3.7

Abbreviated Contents of Interviews

				6/81 Indexes	
States served	AL	KY	TN	NASH RAP	NAT'L
Frequency of contact	N	I	O	1.0	2.5
Initiator of contact	N/A	M	M		
Satisfaction grade	N.O. 1.0	1.0	4.0	2.0	3.4
Types of contact				1.0	3.9
AC		x			
Meetings, etc.			x		
Materials					
SEA/HS Collab.					
LEA/HS Collab.					
SEA as provider					
RAP as provider					
Info exchange		x			
Mutual project					
State plan					
SIG					
Other					
Intro contact					
None	x				

Each of the three indexes have slipped for the Nashville RAP, showing lower marks for this period than the two prior reporting periods. The Nashville RAP scores are the lowest overall for the RAP network in June. This represents a drop from the highest marks for satisfaction and frequency of contact one year ago.

Elaboration of Contacts

Tennessee: RAP presented at an SEA-sponsored workshop for public school personnel.

Problems

Alabama: No contact from RAP

Most Valuable Service

Alabama: The SEA feels some progress has been made in RAP's role as a liaison between the Head Start and the SEA.

Kentucky: Advisory Committee meeting gives a perspective of other states -- helps SEA feel that "we're not alone out there."

Tennessee: RAP serves as a resource to Head Start

Mississippi RAP

	6/81	6/80	6/79
Frequency index	2.0	2.0	2.0
Average No. types of contacts	8.0	5.0	5.0
Satisfaction grade	3.0	3.5	3.0

Abbreviated Contents of Interview

		6/81 Indexes	
States served	MS	MS RAP	NAT'L
Frequency of contact	0	2.0	2.5
Initiator of contact	M		
Satisfaction grade	3.0	3.0	3.4
Types of contact		8.0	3.9
AC	x		
Meetings, etc.	x		
Materials			
SEA/HS Collab.	x		
LEA/HS Collab	x		
SEA as provider	x		
RAP as provider	x		
Info exchange	x		
Mutual project	x		
State plan			
SIG			
Other			
Intro contact			
None			

The Mississippi RAP has shown a marked increase in the number of types of contact with the SEA over last year's inquiry and for the second year in a row is the highest. Satisfaction is strong, but has slipped somewhat from a year ago. Frequency of contact has remained low for three years but the diversity of content excels.

Elaboration of Contacts

Mississippi: The SEA has met with RAP to discuss transition procedures in the state. He feels that a big problem in Mississippi is the lack of an orderly transition process from Head Start to public schools. RAP has assisted the SEA by adapting the state's procedures for screening special ed children; it is hoped that they will be useful for all children suspected of having a handicap. Diagnoses will be performed by a person certified by the state. The SEA feels that this will make transition easier, prevent duplication of services, and ultimately make better use of money by cutting down on costs. RAP has helped establish better communication between Head Starts and LEAs. Both RAP and the SEA have provided each other with information regarding Child Find.

Suggestions

Mississippi: The SEA would like to see workshops presented by RAP and the SEA better coordinated.

Most Valuable Service

Mississippi: Collaboration (RAP has served in a leadership and coordination role).

The University of Illinois RAP

	6/81	6/80	6/79
Frequency of index	3.0	2.7	3.3
Average No. types of contact	5.7	4.3	3.0
Satisfaction grade	4.0	3.0	2.7

Abbreviated Contents of Interviews

				6/81 Indexes	
States served	IL	IN	OH	U OF I RAP	NAT'L
Frequency of contact	M	M+	0	3.0	2.5
Initiator of contact	M	M	M		
Satisfaction grade	4.0	4.0	4.0	4.0	3.4
Types of contact				5.7	3.9
AC	x	x	x		
Meetings, etc.	x	x	x		
Materials		x	x		
SEA/HS Collab.	x		x		
LEA/HS Collab.					
SEA as provider			x		
RAP as provider		x	x		
Info exchange	x	x	x		
Mutual project					
State plan					
SIG					
Other	x				
Intro contact					
None					

The University of Illinois RAP has shown considerable growth during the last year. All three indexes increased and exceed the national average scores on each. University of Illinois RAP ties with Portage and Alaska RAPs for the highest satisfaction grade during this reporting period. The average number of types of contact has risen to the second highest this year, most likely due to the monthly contact RAP has averaged with its SEAs.

Elaboration of Contacts

Indiana: Because there has been no Handicap Advocate in Indiana this year the SEA has relied heavily on RAP for information and materials regarding handicap services in the state. She feels good progress has been made at RAP this year and has been in close contact with all RAP staff throughout the year. The SEA made a presentation at a RAP-sponsored conference.

Illinois: RAP assumed some of the functions of the Illinois Handicap Advocate in the absence of an advocate this year. (The position has now been filled). The SEA views RAP as action-oriented, providing good follow through and subtle but helpful backup to the SEA. Because of RAP she feels her awareness of Head Start and handicap services has been heightened.

Ohio: The SEA has received information from RAP regarding data on special education services in Ohio. RAP has used the SEA in a consultant capacity.

Suggestions

Indiana: Expand the Advisory Committee to include a representative of an early childhood group and other resource providers.

Most Valuable Service

Indiana: Training; technical assistance; collaboration; networking of Indiana agencies.

Illinois: Importance of RAP's work with the State Handicap Advocate.

Ohio: RAP serves as a resource to the SEA.

Portage RAP

	6/81	6/80	6/79
Frequency index	3.3	3.3	2.7
Average No. types of contact	3.7	4.3	5.7
Satisfaction grade	4.0	3.3	3.3

Abbreviated Contents of Interviews

				6/81 Indexes	
States served	MI	MN	WI	PORT RAP	NAT'L
Frequency of contact	M+	M	M	3.3	2.5
Initiator of contact	M	M	M		
Satisfaction grade	4.0	4.0	4.0	4.0	3.4
Types of contact				3.7	3.9
AC	x		x		
Meetings, etc.		x			
Materials			x		
SEA/HS Collab.	x	x			
LEA/HS Collab					
SEA as provider					
RAP as provider		x			
Info exchange	x	x	x		
Mutual project					
State plan					
SIG					
Other					
Intro contact		x			
None					

The SEAs served by Portage RAP are most pleased and satisfied with RAP's work. Each gave RAP the highest satisfaction rating, placing them at the top of the scale along with the University of Illinois and Alaska RAPs. Frequency of contact has remained constant and exceeds the national average. The average number of types of contact has progressively gone down over the last two years, but it is comparable to the national average this year, and has not seemed to affect SEA satisfaction.

Elaboration of Contacts

Minnesota: The SEA is doing a needs assessment in the state and RAP has provided useful information. She is pleased to be working with RAP to involve Head Start in the state and views RAP as accommodating to her requests for information.

Michigan: Generally most contact with RAP has concerned work on cooperation and collaboration. The SEA feels that RAP has done a good job of keeping him informed.

Wisconsin: RAP and the SEA have exchanged materials. Both have tried to cooperate to serve preschool handicapped children in their own ways; each defends the other.

Most Valuable Service

Minnesota: RAP serves as a resource to the SEA

Michigan: RAP serves as a resource to Head Start

Wisconsin: Training; RAP serves as a resource to Head Start; RAP serves as a liaison between the SEA and Head Start

Texas Tech RAP

	6/81	6/80	6/79
Frequency index	1.8	2.3	3.0
Average No. types of contacts	2.6	3.0	3.5
Satisfaction grade	3.3	3.0	3.5

Abbreviated Contents of Interviews

						6/81 Indexes	
States served	TX	AR	LA	NM	OK	TT RAP	NAT'L
Frequency of contact	0	N	M	N	M+	1.8	2.5
Initiator of contact	M	N/A	M	N/A	M		
Satisfaction grade	4.0	N.O. 0	4.0	N.O. 1	4.0	3.3	3.4
Types of contact						2.6	3.9
AC			x				
Meetings, etc.	x		x		x		
Materials	x		x		x		
SEA/HS Collab.					x		
LEA/HS Collab.					x		
SEA as provider							
RAP as provider							
Info exchange	x		x		x		
Mutual project							
State plan							
SIG							
Other							
Intro contact			x				
None		x		x			

The SEAs served by Texas Tech RAP are generally satistied with the services they receive from RAP. Satisfaction has increased over a year ago, and is comparable to the national grade this year. Of the three clients offering satisfaction ratings, each gave the highest marks. Two SEAs could not offer opinions because of lack of contact. Frequency of contact has dropped consistently over the last two years and average occurrence is less than six times per year. The average number of types of contact has also shown a decline and falls below the national average.

Elaboration of Contacts

Oklahoma: RAP presented at an SEA-sponsored workshop dealing with interagency coordination.

Louisiana: RAP presented at an SEA-sponsored meeting on Head Start handicap services.

Texas: The SEA has met informally with RAP to discuss coordination efforts with other community agencies.

Suggestions

New Mexico: Keep SEA informed of RAP activities.

Oklahoma: Provide better lead time for workshops so that public schools can participate; incorporate RAP into the schools for collaborative training efforts.

Texas: Maintain more regular contact.

Problems

Arkansas: No contact with RAP.

Most Valuable Service

Oklahoma: Training; information sharing.

Louisiana: Training

Texas: Training; RAP serves as resource to Head Start.

Arkansas: No opinion offered because of lack of contact by RAP.

New Mexico: No opinion offered because of lack of contact by RAP.

Region VII RAP

	6/81	6/80	6/79
Frequency index	2.0	2.8	3.0
Average No. types of contacts	4.0	4.0	3.8
Satisfaction grade	3.4	3.0	3.5

Abbreviated Contents of Interviews

					6/81 Indexes	
States served	IA	KS	MO	NE	R. VII RAP	NAT'L
Frequency of contact	I	O	O	M	2.0	2.5
Initiator of contact	S	M	M	M		
Satisfaction grade	3.0	3.0	3.5	4.0	3.4	3.4
Types of contact					4.0	3.9
AC	x	x	x	x		
Meetings, etc.	x	x	x	x		
Materials						
SEA/HS Collab.				x		
LEA/HS Collab.						
SEA as provider						
RAP as provider		x	x			
Info exchange	x		x	x		
Mutual project						
State plan						
SIG		x				
Other						
Intro contact			x			
None						

Overall SEA satisfaction with the Region VII RAP is solid, is equal to the national grade for this reporting period, and shows an increase over the last year. Frequency of contact has declined but this does not seem to have affected the average number of types of contact, which has remained constant and slightly exceeds the national average.

Elaboration of Contacts

Missouri: RAP sat on a planning committee for an SEA-sponsored conference entitled "Young Years". The SEA feels that RAP training has strengthened staff competencies for handicap workers. In addition, she feels that RAP helps to keep Head Start programs "on target," for example, by clarifying public school and Head Start roles, responsiblities and differences that help or hinder "meshing of services."

Kansas: RAP sits on a Preschool Interagency Coordination Committee to develop comprehensive plans for services to preschool children. The SEA and RAP work together under the State Implementation Grant (SIG). A joint inservice workshop was planned with RAP, but the conference was cut from the SIG grant.

Iowa: RAP provided materials on preschool handicapped children to Area Education Agency supervisors.

Nebraska: The SEA and RAP co-sponsored an inservice training conference for Head Start and public school personnel. RAP has met with the SEA to discuss coordinated delivery of services to handicapped children in the state. The SEA commented that working with RAP is one of the easier, nicer parts of her job!

Suggestions

Missouri: Greater efforts are needed to pull Head Start and public schools together, with an emphasis on improving communications.

Kansas: Would like to see public schools and Developmental Disabilities personnel included in RAP conferences when space allows.

Most Valuable Service

Missouri: Training; RAP serves as resource to Head Start; RAP serves as liaison between the SEA and Head Start.

Kansas: Training; RAP serves as liaison between the SEA and Head Start.

Iowa: Materials (especially mainstreaming manuals and parent's rights materials)

Nebraska: Collaboration (keeping lines of communication open among the SEA, Head Start directors, ACYF Regional Office and Head Start Director's Associations)

University of Denver RAP

	6/81	6/80	6/79
Frequency index	2.5	N/A	N/A
Average No. types of contact	3.3	N/A	N/A
Satisfaction grade	3.8	N/A	N/A

Abbreviated Contents of Interviews

							6/81 Indexes	
States served	CO	MT	ND	SD	UT	WY	U of D RAP	NAT'L
Frequency of contact	M	M+	I	M	M	I	2.5	2.5
Initiator of contact	R	M	R	M	M	M		
Satisfaction grade	3.5	4.0	N.O. 0	4.0	3.5	4.0	3.8	3.4
Types of contact							3.3	3.9
AC	x	x	x	x	x	x		
Meetings, etc.	x			x		x		
Materials				x				
SEA/HS Collab.	x							
LEA/HS Collab.								
SEA as provider								
RAP as provider		x						
Info exchange	x	x	x	x	x	x		
Mutual project								
State plan								
SIG								
Other								
Intro contact	x	x						
None								

This is the University of Denver RAP's first contract year, and therefore, there are no comparisons to be made with previous years. Frequency of contact is equal to the national average and the average number of types of contact falls somewhat below the national average. However, satisfaction runs very high among the SEAs served by RAP, placing overall satisfaction at the third highest level of all RAPs and exceeding the national average.

Elaboration of Contacts

Colorado: RAP has met with the SEA to discuss joint training plans for next year, and to discuss cooperative Child Find efforts.

South Dakota: The SEA commends RAP on their smooth transition and continuity of services and noted the good advance notice provided by RAP for the Advisory Committee meeting.

Montana: RAP has provided the SEA with ideas for inservice training and a means for communicating with Head Start via RAP.

Utah: The SEA considers the Advisory Committee meetings "very fruitful", especially for information on what other states are doing in the area of services to handicapped preschool children, and for information on how different funds can be used for Head Start.

Suggestions

Colorado: In addition to the Advisory Committee (which is regional), conduct a state-wide meeting for Colorado agencies to look to more global planning for the state.

Utah: No specific suggestion, but the SEA feels it would be helpful to find out how other states use money for preschool handicapped children, and what laws allow it or block its use.

Most Valuable Service

Colorado: RAP serves as a liaison between the SEA and Head Start (because RAP is the only contact the SEA has with Head Start).

South Dakota: RAP serves as a liaison between the SEA and Head Start.

Montana: RAP serves as a resource to the SEA.

Utah: RAP serves as a regional liaison.

Wyoming: Training

North Dakota: Respondent unable to respond because of newness of RAP as a contractor.

Los Angeles RAP

	6/81	6/80	6/79
Frequency index	3.0	3.7	3.0
Average No. types of contacts	4.7	4.7	4.7
Satisfaction grade	3.5	3.6	2.7

Abbreviated Contents of Interviews

				6/81 Indexes	
States served	AZ	CA	NV	LA RAP	NAT'L
Frequency of contact	M+	M	0	3.0	2.5
Initiator of contact	M	M	M		
Satisfaction grade	4.0	3.0	3.5	3.5	3.4
Types of contact				4.7	3.9
AC	x	x	x		
Meetings, etc.	x	x	x		
Materials	x				
SEA/HS Collab.	x	x	x		
LEA/HS Collab.					
SEA as provider		x			
RAP as provider					
Info exchange	x	x	x		
Mutual project					
State plan					
SIG					
Other					
Intro contact					
None					

Los Angeles RAP has maintained a solid satisfaction level with the SEAs it serves, and is on a par with the national satisfaction grade. Frequency of contact has declined from a year ago, but RAP averages monthly contact with its clients, contributing to a higher than average number of types of contact and placing RAP among the highest.

Elaboration of Contacts

California: RAP and the SEA participated on a panel at a Pupil Count workshop representing services to handicapped children. RAP was instrumental in facilitating a signed collaborative agreement between Head Start (signed by ACYF Regional Office IX) and the State Education Department. RAP contributed to arrangements for an Office of Special Education staff person to look at services provided by Head Start for handicapped children.

Arizona: RAP has facilitated Head Start's inclusion in Child Count in the state. The SEA commended RAP on the excellent production of the film, Krista.

Nevada: RAP presented a workshop at an SEA-sponsored child care conference.

Suggestions

California: The SEA feels that RAP needs to focus its training more on basic screening and assessment than on specific handicapping conditions, based on her own on-site visits to programs, where few people seemed to be aware of the basics. Additionally, the SEA indicated that her department can provide a free workshop for RAP if RAP coordinates it.

Arizona: The SEA would like to receive an agenda and supporting materials at least one week prior to Advisory Committee meetings.

Nevada: The SEA is concerned that two rural Head Start grantees in the state are in need of more on-site assistance by RAP because of their isolation. She did, however, acknowledge her awareness of RAP's limited budget for this.

Problems

California: Expressed not as a real problem but as a concern, the SEA felt that RAP staff lacked professional courtesy and caused embarrassment to the SEA by leaving a state-sponsored workshop early, feeling that it was not applicable to Head Start. The workshop was designed for Head Starts with special needs as part of the interstate agreement.

Most Valuable Service

California: Collaboration

Arizona: Training; materials (especially media products)

Nevada: Training

Pacific RAP

	6/81	6/80	6/79
Frequency index	3.0	3.5	2.3
Average No. types of contacts	2.7	4.8	2.3
Satisfaction grade	2.8	3.3	3.3

Abbreviated Contents of Interviews

					6/81 Indexes	
States served	HI	GU	NMI	PTT	PACIFIC RAP	NAT'L
Frequency of contact	M+	0		M	3.0	2.5
Initiator of contact	M	M		R		
Satisfaction grade	3.0	3.5		2.0	2.8	3.4
Types of contact					2.7	3.9
AC	x		NO INTERVIEW			
Meetings, etc.	x					
Materials						
SEA/HS Collab.						
LEA/HS Collab.	x					
SEA as provider						
RAP as provider				x		
Info exchange	x	x		x		
Mutual project	x					
State plan						
SIG						
Other						
Intro contact						
None						

Each of the three indexes have slipped for the Pacific RAP, showing lower marks for this period than the previous one. Frequency of contact exceeds the national average, and occurs on a monthly basis. The number of types of contacts has dropped, possibly contributing to a lower than average satisfaction grade. Consideration should be given to the fact that RAP serves a vast territory and encounters problems with communication to distant islands. No interview was conducted with the SEA from the Commonwealth of the Northern Mariana Islands, after numerous attempts by the interviewers. No interview was held with the American Samoa SEA because the territory no longer receives Head Start funding and is therefore not served by RAP this year.

Elaboration of Contacts

Hawaii: RAP and the SEA have worked together to place Head Start programs on public school campuses, and in addition have developed informal guidelines for referrals on handicapped children to both Head Start and public schools. Department of Education teachers attended RAP training conferences.

Pacific Trust Territory: The SEA has asked for RAP's assistance with an infant stimulation program which will begin in the fall.

Guam: Contact has been limited over the last year due to a teacher strike in Guam, and because Head Start and the Department of Education in Guam work closely together, lessening the SEA's need for RAP services and assistance. The SEA feels that RAP has responded to any of her requests.

Suggestions

Pacific Trust Territory: The SEA would like to receive a tentative quarterly activity schedule in advance of RAP's work in the islands, to assist him in planning his schedule and to maximize RAP's potential when on-site. He would like more regular communication.

Guam: The SEA would like more frequent telephone contact from RAP, but she realizes this might be difficult with RAP's budget constraints. Additionally, she feels RAP should assess the end results of T/TA they have provided to determine whether Head Start programs have accomplished the intended results.

Problems

Pacific Trust Territory: Lack of regular communication

Most Valuable Service

Hawaii: Training; RAP serves as a resource to Head Start; RAP serves as an information resource.

Pacific Trust Territory: Training

Guam: RAP serves as a resource to the SEA; RAP serves as an agency from the "outside" providing Guam with a "mainland" contact -- "...keeps us on our toes!"

Portland State University RAP

	6/81	6/80	6/79
Frequency index	1.0	N/A	N/A
Average No. types of contacts	2.0	N/A	N/A
Satisfaction grade	3.0	N/A	N/A

Abbreviated Contents of Interviews

				6/81 Indexes	
States served	ID	OR	WN	PSU RAP	NAT'L
Frequency of contact	I	I	I	1.0	2.5
Initiator of contact	R	R	R		
Satisfaction grade	N.O. 0	3.0	N.O. 0	3.0	3.4
Types of contact				2.0	3.9
AC			x		
Meetings, etc.					
Materials					
SEA/HS Collab.	x	x			
LEA/HS Collab.					
SEA as provider					
RAP as provider					
Info exchange			x		
Mutual project					
State plan					
SIG					
Other					
Intro contact	x		x		
None					

As this is the Portland RAP's first contract year, no comparisons can be made with previous years. Delays in RAP's start-up activities contributed to a low frequency of contact with SEAs and fewer types of contacts, both of which fall below the national averages. Only one SEA offered an opinion on satisfaction, which is solid; the other two respondents felt that their association with RAP was too recent to rate their satisfaction.

Elaboration of Contacts

Washington: Although the SEA was invited to participate on RAP's Advisory Committee, she was unable to attend the meeting for personal reasons.

Idaho: RAP and the SEA have met to discuss interagency coordination and possible sharing of training resources.

Suggestions

Washington: The SEA suggests that RAP inform other agencies of the services RAP provides, how to get in touch with RAP, etc. This would have been useful as soon as RAP received its contract.

Oregon: Disseminate materials regarding the purpose of RAP.

Most Valuable Service

Idaho: RAP serves as a resource to Head Start.

Washington: SEA does not know enough about RAP yet to offer an opinion on most valuable service.

Oregon: SEA does not know enough about RAP yet to offer an opinion on most valuable service.

Alaska RAP

	6/81	6/80	6/79
Frequency index	3.0	3.0	4.0
Average No. types of contact	3.0	5.0	3.0
Satisfaction grade	4.0	4.0	4.0

Abbreviated Contents of Interview

		6/81 Indexes	
States served	AK	AK RAP	NAT'L
Frequency of contact	M	3.0	2.5
Initiator of contact	M		
Satisfaction grade	4.0	4.0	3.4
Types of contact		3.0	3.9
AC	x		
Meetings, etc.			
Materials	x		
SEA/HS Collab.			
LEA/HS Collab.			
SEA as provider			
RAP as provider			
Info exchange	x		
Mutual project			
State plan			
SIG			
Other			
Intro contact			
None			

Alaska RAP has maintained its high satisfactin level with the SEA it serves and this year shares the highest marks for satisfaction with the Portage and University of Illinois RAPs. Contact with the SEA is monthly and surpasses the national average. The average number of types of contact has dropped to a level equal to that of two years ago and falls below the national average for the reporting period.

Elaboration of Contacts

Alaska: RAP has updated a directory of services available in Alaska, which it has disseminated state-wide, including the SEA.

Most Valuable Service

Alaska: Training (especially for families with young children).

Evaluation of Long and Short-Term Effects of RAP Training

For the second year in a row, impact data on RAP training conferences were available directly from the trainees. Earlier sections of this report treated the conferences as one of eleven major contract tasks. Here we look more closely at this, the third cycle of RAP mainstreaming training, using statistical and descriptive information from participants immediately after the conferences and about three months later.

Each RAP was directed to distribute RLA questionnaires at one-quarter of its conferences (and at least two) and to forward the sealed forms directly to the evaluator. Participants voluntarily completed them at the end of the conference and included their names and contact information if they were willing to participate in a follow-up telephone interview. The evaluation questionnaire differed only slightly in wording from last year's form; items related to the home-based training effort were added. Responses were precoded and space after each question allowed for additional entries or comments.

RLA received 2,500 completed forms from 50 conferences, representing 23 percent of all trainees and 30 percent of all conferences. Table 19 displays all of the evaluative data returned by trainees. The first column gives the average percentage of responses for each item. Subsequent columns present the percentage of responses to each item for each RAP. Our analysis begins with highlights of the 1980-81 RAP conferences and then discusses responses to each survey question by RAP. Comparisons are also made to last year's responses.

Highlights of 1980-81 RAP Conferences

Ninety-six percent of RAP trainees were Head Start staff. Classroom staff accounted for over 60 percent of the trainees, with twice as many teachers as teacher aides. Another 10 percent of those trained were home visitors and three percent were social service staff members. Only two percent of the trainees were not Head Start staff.

Table 19

TRAINEE REACTIONS TO RAP CONFERENCES

1980-1981

	Overall	NE	NYU	R III	CH	WASH	MS	U of I	PP	TT	R VII	U of D	LA	PAC	PSU	AK
# Conferences	30	3	2	3	2	3	3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3	[illegible]	[illegible]	(1)
# Respondents	2500	155	183	210	107	37	151	116	187	126	79	144	251	139	56	29
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. BACKGROUND ON TRAINEES																
HEAD START	96	98	95	99	92	94	100	98	96	99	95	96	96	95	100	96
Teacher	41	34	32	40	34	41	17	33	31	30	[illegible]	35	51	16	32	38
Teacher Asst/Aide	21	22	19	15	23	12	20	15	20	23	13	19	22	29	15	21
Home Visitor	10	16	10	15	2	6	2	3	24	6	18	14	13	2	4	-
Social Svc. Staff	3	2	1	2	1	5	2	6	1	3	1	4	1	3	-	-
OTHER	21	25	33	26	32	29	19	41	18	20	12	25	13	16	26	[illegible]
NON-HEAD START	2	1	3	<1	3	-	-	2	2	1	-	2	-	3	-	4
NO RESPONSE	1	1	2	1	5	2	<1	-	1	<1	-	2	2	2	-	-
2. INVOLVEMENT w/ HC CHN																
Direct	62	64	75	64	52	65	39	57	67	60	62	64	57	68	80	52
Indirect	18	17	10	21	25	24	33	30	16	17	16	19	12	8	9	17
None	14	13	10	9	16	6	22	5	11	16	13	14	24	15	1	29
No Response	7	6	5	6	7	5	7	8	6	8	9	2	7	9	9	3
3. PREVIOUS RAP TRAINING*																
Yes	32	36	42	23	22	42	20	35	26	19	18	44	20	56	20	31
No	57	55	49	66	64	42	76	57	65	63	62	46	57	31	70	59
No Response	11	9	3	11	16	15	4	8	10	18	20	12	23*	13	11	10
4. OVERALL REACTION																
Excellent	55	57	63	45	71	52	64	30	55	67	54	54	41	49	39	59
Good	41	40	33	54	26	40	35	54	43	31	18	42	52	39	55	38
Fair	2	1	2	<1	2	6	1	10	2	1	1	2	3	6	3	-
Poor	<1	-	-	-	-	-	-	3	-	-	1	-	<1	-	2	-
No Response	2	2	2	1	1	2	-	2	1	1	4	1	2	6	2	3
5. CONFERENCE TOPICS																
Parent-Teacher Relations	47	38	55	33	53	32	65	22	52	61	49	46	40	35	65	55
Planning For Each Child	57	55	73	37	66	42	62	42	71	67	63	66	42	31	67	52
Expectations & Techniques	44	48	31	37	50	32	54	35	58	39	25	46	31	48	38	48
Handicaps	35	31	26	31	33	47	37	26	31	33	28	38	45	35	35	30
No Breakdown	5	2	1	3	5	6	1	5	2	2	37	3	17	3	6	-
Blind	20	13	15	7	21	21	10	16	17	23	3	24	3	10	12	41
Visual Impmt.	29	14	36	10	35	35	22	28	26	27	11	49	7	40	18	52
Speech Impmt.	39	30	36	57	66	49	21	49	38	46	22	53	13	18	33	72
Emotional Dist.	43	56	15	57	44	46	78	42	17	72	42	55	8	42	83	41
Physical Impmt.	30	34	43	27	35	43	20	23	26	49	23	26	9	14	62	38
Learning Disability	39	48	16	20	58	30	30	32	34	52	46	42	11	35	70	52
Mental Retardation	26	17	5	30	50	35	65	15	14	44	16	26	4	5	61	48
Screening	40	27	56	48	42	16	39	52	42	19	35	24	26	31	63	76
Assessment	42	35	59	50	46	26	38	52	50	42	46	25	31	16	68	69
Diagnosis	32	26	54	23	40	20	42	41	28	25	23	11	26	11	50	52
Parent Involvement	39	28	46	21	37	21	39	22	49	57	54	36	37	26	67	45
Recruitment	7	1	5	4	12	5	9	16	6	14	3	9	3	3	5	3
Mainstreaming	51	56	57	25	76	43	80	36	49	58	14	26	49	30	66	62
Other	9	12	12	15	4	9	10	13	3	3	10	2	13	32	2	10
NO RESPONSE	2	3	<1	3	5	3	<1	2	1	2	3	3	-	2	-	3
6. WHAT DID YOU LEARN?																
New ways to work with HC CHN and families	68	57	75	52	88	66	85	35	71	81	51	72	52	78	73	55
New ways to work in a home setting	19	21	13	15	26	18	26	9	12	29	24	25	7	11	18	16
[illegible] on resources	48	67	64	48	48	33	52	59	38	50	52	26	20	46	45	30
What is mainstreaming	42	35	36	12	73	23	86	29	36	36	29	19	32	42	48	62
How to keep records	25	15	23	15	31	27	27	28	24	34	17	14	16	21	23	24
How to feel more confident about job	42	39	43	37	55	38	58	25	41	46	24	41	44	33	38	45
How to work more comfortably with HC chn	65	62	72	56	81	63	82	38	63	73	47	57	48	70	66	73
How to work more comfortably with parents of hc chn	49	42	33	25	66	30	72	19	49	68	52	42	46	43	66	45
New or useful materials	33	34	21	31	33	18	70	51	57	58	43	46	20	21	32	43
How to work with agencies	21	15	23	12	10	6	46	19	26	27	18	15	10	17	17	24
How to use manuals	32	23	28	17	66	26	41	18	32	44	22	21	15	23	12	41
Other	5	5	5	3	3	5	2	6	1	3	9	3	3	20	3	-
No Response	2	3	4	3	-	5	-	4	2	3	2	3	3	2	2	-
7. WHAT WILL YOU DO DIFFERENTLY?																
Use new ways to work w/hc chn	56	52	57	49	77	57	74	29	60	64	44	56	37	61	52	48
Observe more closely	76	78	41	71	77	80	88	50	70	78	62	80	66	71	82	41
Plan for each child	49	40	49	36	56	41	70	41	46	59	56	45	41	58	45	38
Keep better records	42	30	41	29	48	43	68	37	36	60	51	26	30	55	41	38
Develop and carryout IEPs	26	20	16	23	33	21	70	37	31	33	47	19	30	24	38	22
Plan w/parents for HC child	40	27	43	23	57	30	46	18	39	56	54	31	31	41	44	24
Relate better to parents of hc child	54	34	48	28	52	37	71	20	36	62	42	42	39	47	50	38
Work closely w/staff	31	48	51	46	65	33	76	41	50	61	47	28	33	43	76	41
Use new resources/materials	53	54	64	50	54	35	75	44	55	61	47	56	23	52	53	66
Use manuals	33	26	30	20	49	23	80	18	36	19	16	21	20	21	41	38
Other	2	1	2	3	3	1	<1	1	<1	1	1	-	1	1	-	-
No Response	3	2	2	3	2	5	1	2	2	4	5	3	3	6	2	-
8. PROBLEMS																
No	70	59	71	84	85	58	78	43	80	85	86	69	72	84	[illegible]	61
Yes	25	29	26	13	12	25	18	53	16	13	4	22	16	16	[illegible]	[illegible]
Poorly planned	1	1	-	-	-	3	-	4	<1	[illegible]	-	-	1	1	1	-
Too general	3	4	6	4	-	12	1	10	2	2	2	3	6	3	3	-
Needed more time	11	11	11	13	-	2	12	17	3	[illegible]	[illegible]	5	21	[illegible]	1	[illegible]
Content too simple	1	2	1	1	-	2	-	8	5	[illegible]	1	2	[illegible]	1	13	-
Content too difficult	1	1	1	<1	-	-	-	1	1	[illegible]	-	<1	<1	1	-	-
Not what I expected	2	2	<1	2	1	-	-	10	2	1	1	2	1	2	1	[illegible]
Environment/Facility	2	2	3	3	-	7	5	15	-	6	-	10	1	-	-	-
Other	4	5	4	3	-	5	1	5	2	1	-	1	1	-	6	-
No Response	5	2	3	3	3	7	4	8	3	2	3	3	14	5	6	7
9. SUGGESTIONS																
IEP	26	26	23	22	27	35	44	26	27	34	33	33	7	29	23	21
Screening	22	26	21	19	26	19	22	29	25	16	26	20	3	29	13	21
Assessment	25	30	25	23	16	16	23	28	26	13	25	26	3	15	15	25
Diagnosis	24	30	20	28	22	25	26	19	23	26	19	26	7	15	13	21
Working w/parents of hc chn	44	41	36	42	76	41	53	17	40	56	32	30	13	37	25	59
Training for supervisory staff	29	32	35	31	21	19	26	42	29	32	14	15	4	26	25	38
Handicaps	20	17	17	20	19	20	16	27	29	13	19	10	3	21	8	31
Other	4	8	10	12	3	6	5	5	6	1	3	4	13	17	3	10
No Response	17	4	7	13	7	16	7	3	13	6	15	23	76	4	19	4
	Overall	NE	NYU	R III	CH	WASH	MS	U of I	PP	TT	R VII	U of D	LA	PAC	PSU	AK

(1) All responses were treated as one conference

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*Percentages adjusted for Los Angeles as information was not available for three of five conferences where [illegible] conference evaluation forms were used

More than 60 percent of the trainees work directly with handicapped children in the classroom or in the home. Of those who do not work directly with the children, more than half have indirect contact with them; others have none at all. Over half of the participants were attending RAP mainstreaming training for the firsttime; approximately one-third had attended previous RAP training. Fifty-five percent rated the training as "excellent" and 96 percent rated the training either "excellent" or "good." Only two percent rated the training as "fair," and less than one percent gave training a "poor" rating.

Typically, trainees attended between four and five workshops at the conferences. Handicapping conditions and planning for each child were the topics most commonly reported. Of all handicapping conditions, sessions on emotional disturbance were most frequently attended. On the average, participants learned five new things from the training and anticipated that they would adopt at least five new practices as a consequence.

Approximately one in four trainees associated a problem with the training. Aside from the need for more time, participants indicated that the training was too general or cited problems related to equipment, facilities, or comfort. Among suggestions for future training, "Working with parents" was cited, by far, most frequently, and "Handicaps" ranked last among seven precoded choices.

Compared with last year, RAP training reached about the same percentage of Head Start staff (+1%) but more who were involved with handicapped children (+9%). A higher percentage of trainees were satisfied with the training (+6%), with the largest increase showing among "excellent" ratings (+9%). There was little change in the topics presented and very little change in the topics most frequently attended. There was a sizable increase in the emphasis on handicapping conditions. Finally, trainees reported attending more topics and learning more; they expected to do more things differently, and reported half as many problems.

Conference Size

The estimated size of sampled conferences averaged 50 participants, smaller than last year. Most conferences registered between 30 and 60 trainees (Nashville, University of Denver, Texas Tech University, New England, Los Angeles, Chapel Hill, University of Illinois, and Portage RAPs). Smaller conferences were conducted by Alaska, Region VII, Portland State University, and Pacific RAPs. New York University hosted the largest conferences averaging 190 participants, followed by Region III and Mississippi RAPs which averaged 80 participants each.

Background on Trainees

Ninety-six percent of those attending the RAP mainstreaming conferences were Head Start staff. Teachers (including 10% home visitors) composed over one-half of the audience; by adding teacher aides, the representation of teaching staff in the audience climbs to nearly three-quarters of all participants. "Other" Head Start staff (20%) consisted largely of component coordinators and administrative staff; only two percent were such non-Head Start staff as service providers or public school personnel. The highest percentages of teachers, teacher aides, and home visitors were trained by the New York University, Mississippi, and Portage RAPs, respectively.

University of Illinois trained the highest percentage of other Head Start staff, usually handicap coordinators or other coordinators/administrative staff.

Even though approximately one-third of the respondents at Alaska RAP training were not Head Start staff, it is safe to assume that Alaska trained non-Head Start staff in addition to all Head Start staff, and not at their expense. Region III RAP significantly increased the proportion of Head Start teachers among its trainees.

Involvement with Handicapped Children

Relative to the previous year, more trainees were directly and indirectly involved with handicapped children. Eighty percent of this year's trainees were involved to some degree, an overall increase of nine percent over last year. Portland State University, New York University, Pacific, and Portage RAPs had the highest percentages of trainees who work directly with handicapped children. Los Angeles, Alaska, and Mississippi had the highest percentages of trainees who do not work with handicapped children.

Previous RAP Training

All RAPs have to train one-third of the teachers in their service area in each of the training cycles. The questionnaire asked whether respondents had received RAP training last year. Fifty-seven percent had not attended training in 1979-80 and 32 percent had, an approximate ratio of 2 to 1. If we assume that these participants are a typical cross-section of all Head Start staff, we can infer that at least one-third have received training. However, we know that RAPs aimed for those not previously trained and we cannot assume that those who were not trained the year before had not been trained at all -- some may have been trained in 1978-79.

Below are RAPs with highest percentages of participants previously trained (left) and RAPs with the highest percentages of participants not previously trained (right).

Trained		Not Trained	
Pacific	(56%)	Mississippi	(76%)
University of Denver	(44%)	Portland State University	(70%)
New York University	(42%)	Region III	(66%)
Region VII	(38%)	Portage	(65%)
		Chapel Hill	(64%)
		Texas Tech University	(63%)

These percentages verify information gathered from other sources on the extent of RAP training. Among those RAPs with high percentages of staff previously trained, we know that the Pacific and Region VII RAPs have traveled on-site in previous years to train all staff who were present. Last year ACYF Region VIII, now served by the University of Denver RAP, paid transportation cost for all staff to attend mainstreaming conferences. NYU has consistently trained high percentages of teachers and encourages them to return again and receive second-term training.

For RAPs with high percentages of informants indicating first time training, we know that Mississippi and Chapel Hill RAPs invited teachers that had never before been trained. The RAP that preceded Portland State University RAP had consistently trained very small numbers of teachers. Region III concentrated their efforts this year on training the region's teachers, because a relatively small percentage had previously come to RAP training. Texas Tech RAP trained at consortiums that had not received training last year.

Satisfaction

Trainees were asked to rate their satisfaction with RAP training by indicating "excellent," "good," "fair," or "poor." Satisfaction with RAP training increased overall this year. More trainees gave RAP the highest rating on satisfaction. Less than one percent registered a "poor" rating and only two percent gave a "fair" rating.

Satisfaction Ratings

	1980-81	1979-80
Excellent	55 %	46 %
Good	41	44
Fair	2	6
Poor	< 1	1

For all RAPs, at least 92 percent of all trainees gave "good" or "excellent" ratings. Only at University of Illinois and Pacific did fewer than 90 percent rate satisfaction below "good" or "excellent" - 84 and 88 percent, respectively.

Excellent ratings range from 71 percent of trainees at Chapel Hill to 30 percent of trainees at the University of Illinois.

Highest Percentage With Top Ratings		Lowest Percentage With Top Ratings	
Chapel Hill	77 %	University of Illinois	30 %
Texas Tech University	67	Portland State University	39
Mississippi	64	Los Angeles	43
New York University	63	Region III	45

A review of respondents' ratings from last year shows that Texas Tech, Chapel Hill, New York University, and Mississippi continued to provide training that was particularly well-received. Most of the RAPs improved their satisfaction ratings this year; the University of Illinois RAP, however, had fewer satisfied trainees than last year. Region III showed a sizeable increase in its satisfaction rate since last year; less than one percent of its trainees rated training as "fair" and none gave a "poor" rating.

Conference Topics

Directions on the evaluation form asked trainees to check the topics of workshops attended and to add topics not listed. In descending order are the content areas most frequently attended by respondents.

Workshop Topic	Percent Attending
Handicaps	85 %
Planning for each child	57
Mainstreaming	51
Parent-teacher relationships	47
Expectations and techniques	44
Assessment	41
Screening	40
Parent involvement	39
Diagnosis	32
Recruitment	7

Responses show that RAPs, on the average, are still presenting workshops on the three generic mainstreaming topics (Expectations and Techniques, Parent-Teacher Relationships, and Individualized Planning) and two specific handicapping conditions. As happened last year, several RAPs chose to de-emphasize the generic training and emphasize topics that were an extension of the generic topics. As might be expected, most of the RAPs with large percentages of participants not trained the previous year tended to emphasize generic topics rather than sequentially appropriate topics. RAPs with high percentages of "repeaters" de-emphasized generic topics, in favor of specific handicapping conditions or sequentially appropriate topics.

When ranked by frequency, the major topics fall into exactly the same order as last year except that "Parent-Teacher Relationships" dropped from third to fourth place and "Mainstreaming" rose from fourth to third. Handicapping conditions ranked first overall and as the topic most frequently reported at each RAP except Los Angeles; and the incidence increased to 85 percent from 70 percent last year.

Rank order among handicap topics and overall percentages of respondents reporting for two years follow.

Handicap	Percent Reporting	
	1980-81	1979-80
Emotionally disturbed	43 %	19 %
Speech impaired	39	13
Learning disabled	39	10
Hearing impaired	34	6
Physically impaired	30	3
Visually impaired	29	4
Mentally retarded	26	11
Health impaired	23	4
Blind	20	2
Deaf	19	2

Topics on mental retardation fell from third to seventh place; this is the only major shift in emphasis among the specific handicaps. Although the same handicaps tended to be most or least frequently cited relative to last year, many more trainees (+22%) reported attending sessions on handicaps this year.

While generic topics remained the most often cited, there has been an increasing incidence of sequentially appropriate topics reported. Trainees at all conferences mentioned some sequentially appropriate topics. From our analysis, Chapel Hill and Texas Tech follow patterns of first year training, offering primarily generic topics. Sequentially appropriate offerings were particularly noted at New York University, Region VII, Los Angeles, Region III, University of Illinois, and Alaska RAPs. For Region III, University of Illinois, and Alaska RAP conferences, trainees cited sequentially appropriate topics as predominant. But at New York University, Chapel Hill, and Los Angeles, conference topics were more equally mixed between sequentially appropriate and generic.

Write-in topics often reveal how RAPs met individual training requests. This year, behavior modification/management and developing IEPs top the list of write-in topics. Both of these, and sessions on utilizing classroom materials and equipment, were reported by significant percentages of trainees at Mississippi RAP conferences. The Pacific RAP covered teaching strategies, child growth and development, and the child identification checklist with many of its trainees. Ten percent of Alaska RAP's trainees attended sessions on teaching strategies, and 8 percent of Region VII's trainees reported attending sessions on developing IEPs.

"What Did You Learn?"

Clearly, one measure of the impact of RAP training is what participants have learned. Although difficult to verify, particularly for a group varying in experience and formal schooling, the information we obtain does provide insight into trainees' perceptions of the value of RAP training. Compared to last year, the average number of new things learned from the training rose from four to five. Half of all trainees felt that they had learned:

- new ways to work with handicapped children and their families
- how to work more comfortably with children with handicaps
- new or useful materials
- how to work more comfortably with parents of handicapped children
- information on resources

In addition to these items, trainees also reported that they grew more confident about their jobs, about mainstreaming, and about the use of the mainstreaming manuals after the training. Few participants reported learning how to keep records or work with agencies. The fewest respondents reported learning new ways to work in a home setting which probably reflects the proportionately small number of home-based sessions that were offered. Although representing a small portion of responses, "other" things learned included: information about handicapping conditions, both specific and general (their idenficiation, classification, and approaches); normal child growth and development (Pacific RAP); and IEPs. Six trainees at Region III reported learning new staff training ideas and eight at New York University RAP learned about intercomponent teamwork.

Areas in which the most learning occurred changed somewhat from last year. The drop in rank order of "mainstreaming" and "how to feel more confident in your job" (from second to fifth and from third to sixth, respectively) and the rise of "how to work more comfortably with handicapped children," "new materials," and "how to work more comfortably with parents of a handicapped child" suggest that RAP training is moving beyond introductory levels and is refining staff capabilities to mainstream effectively. And even though they have not risen in rank order since last year, using the mainstreaming manuals, keeping records, and working with other agencies were reported by more people this year.

Participants from Mississippi, Chapel Hill, Texas Tech University, and Portage RAPs gained knowledge of between 6.8 and 5.2 new items. These are RAPs with larger percentages of trainees not trained the year before; all offered rather conventional training. At the low end, participants learned between 3.4 and

3.9 new things at Los Angeles (which only offered day-long training conferences), the University of Illinois, Region III, and Nashville RAP conferences. All but Los Angeles tended to deemphasize the generics.

Generally, where participants learned more new things, they attended more topics. This occurred most frequently at the RAP conferences where more participants had not been trained the previous year (Portland State University, Alaska, Mississippi, Chapel Hill and Texas Tech). Portage RAP trainees also reported learning more new things but they attended fewer than average topics. However, at New York University RAP conferences, which had more previously trained participants than average, trainees also attended more topics and learned more new things.

"What Will You Do Differently?"

Perhaps the most significant measure of the effect of any training is what practices participants will change as a result.

RAP trainees left the training expecting to do four to five (4.6) things differently. In order of frequency, over half of the 2,500 trainees in our sample expected to:

- observe more closely (76%)
- use new ways to work with handicapped children (56%)
- use new resources or materials (54%)
- work closely with staff (51%)

For the second year, improved observation is the predominant change anticipated by RAP trainees. However, this year more people than last expected to use new methods to work with handicapped children in the classroom, to use new resources or materials, and to work more closely with staff. Participants also planned to keep better records, and develop and carry-out individual education plans (IEPs).

RAPs with trainees reporting the highest number of new practices they would apply after the conferences were Mississippi (7.5) Texas Tech University (6.2) and Chapel Hill (5.9). Trainees with the lowest citings of new practices to be adopted after the conferences attended conferences of Region III (3.9), Chapel Hill (3.7) and Los Angeles (3.7).

We found earlier that the more topics attended, the more new things participants tended to learn. Participants at the same RAPs (Mississippi, Texas Tech University, Chapel Hill, New York University and Portland State University) also expected to do more things differently. Region VII and Pacific RAP trainees anticipated more than the average number of changes, the latter expecting many changes in the way they plan for each child, the former in their work with parents.

Long-Term Data

Whether or not RAP training has a lasting effect bears examination. Evaluators telephoned a small sample of trainees three to six months after their training to inquire about the long-term effects of training. The sample was chosen from trainees who had given complete contact information on the evaluation forms.

A number of conferences, convened less than three months before the beginning of the survey, were eliminated from the sample. No Alaska RAP conferences were included. Twenty-two percent (556) of all reporting trainees met all sample criteria; 68 of these were selected and interviews were completed with 64. Four individuals in Micronesia could not be reached after numerous attempts.

In drawing the long-term sample, we selected respondents whose collective profile paralleled the composition of all conferences with respect to staff position, satisfaction rating, involvement with children, problems cited, and geographic location of conferences. In so doing, a sample emerged which very closely resembles the profile of all conferences.

Long-term findings have been analyzed for the network overall, not for individual RAPs, because the number of respondents is too small to draw conclusive results.

Teachers composed 73 percent of the sample and other Head Start staff, 27 percent. The percentage of "others" is higher compared with the short-term results because teacher aides were not chosen as long-term respondents. Satisfaction parallels findings from the total conference sample.

Comparison of Short- and Long-Term Evaluation Samples

Position	Short-Term	Long-Term
Head Start teaching staff	72 %	73 %
Other Head Start staff	21	27
Satisfaction rating		
Excellent	55	53
Good	41	47
Fair	2	-
Poor	1	-
Involvement with Handicapped Children		
Direct	62	69
Indirect	18	16
None	14	10
Problems Cited	25	33

The 64 long-term respondents work with a total of 573 handicapped children. More than half of all the diagnoses reported were speech impairments (301); in fact, four out of every five respondents reported working with at least one speech-impaired child. Eleven percent were mentally retarded. Health impairments, orthopedic/physical impairments, and learning disabilities each accounted for 8 percent of the total. Twenty-seven children had a visual impairment, 25 were emotionally disturbed, 14 had a hearing impairment, and 3 each were deaf or blind. Three of these children were multiply handicapped.

The sampled trainees had expected to do an average of five (5.3) things differently at the time that they left the training conferences earlier in the year. (This average number of anticipated practices is higher than the norm for all participants.) Three months later they reported an average of 4.5 changes as a direct result of RAP training. While there is a negative difference between the number of anticipated and actual practices adopted, changes which had been anticipated actually occurred 87 percent of the time. These findings speak well for the accomplishments of RAP training, perhaps for its motivational quality as well as its practicality. Moreover, 31 of the actual changes our respondents reported were not among those they had originally anticipated, but were clearly attributable to RAP training.

As part of our long-term interview, we asked respondents which group had benefited most from their RAP training -- staff, or parents, or children -- and to provide examples. All but two responded. Two out of three interviewees (66%) identified children as the direct beneficiaries of the training, 45 percent named parents, and 30 percent identified staff. Thirty-seven percent named more than one group. These responses indicate that the influence of RAP trianing indeed spreads far beyond the individual trainee. They further document that RAP training is strengthening Head Start services to children both in the classroom and at home, and encouraging individual teachers, administrators, parents, and other Head Start program staff to work together in order to serve the handicapped child.

Information on whether respondents perceived that RAP training met their needs was collected in the long-term survey. Eighty-four percent (54) said that it had met their needs while another 3 percent indicated that it had at least in part. Six percent (4) said it did not, but qualified their statements by explaining that their needs were unique. Only 5 percent (3) answered with an unqualified "no." Furthermore, when asked, "Is there anything you would have changed to make the training even more useful to you?," 59 percent said "no." The 39 percent who said "yes" made the following suggestions:

Allow more time for sessions	(11)
Provide more techniques for use in the classroom	(3)
Offer different topics	(3)
Provide training in greater depth	(2)

Problems

The number of participants experiencing any problems with training dropped from 49 percent last year to 25 percent this year. Nearly three out of every four RAP trainees encountered no problems at all. Lack of time was again the most frequent "problem" -- but since RAPs are limited by their time, energy and money resources, and to some extent, their contract in providing the two-day long conferences or the equivalent, they have limited control over this program. The need for more time was expressed by 11 percent of all trainees, but was a more common concern among Pacific RAP's participants (27%). This looks surprising at first since RAP staff responded to requests to provide their training to Hawaii grantees in several half-day sessions over the course of many months and stayed on-site for extended periods to provide training to the Micronesian grantees. Perhaps the schedule of several short sessions rather than one larger one leaves the Hawaii trainees feeling the need for more time to probe topics. One explanation for the Micronesian trainees' need for more time could be the fact that when trainers' every word must be translated from English, a 90-minute workshop can stretch into a day-long session. Twenty-one percent of Los Angeles RAP's participants needed more time; here RAP attempted to fit as much as possible into one-day conferences requested by the Head Start grantees. Seventeen percent of trainees attending the University of Illinois RAP training also reported needing more time. Although a lack of time may reflect a problem with scheduling too much in too short a period of time, it does not imply a problem with content; in fact, the need for more time might be construed positively -- that participants simply wanted more of what they got.

Besides insufficient time, the largest percentage of trainees (5%) reported that training was too general. At Nashville, University of Illinois, and Portland State University 13, 10, and 9 percent, respectively, of the trainees criticized the general nature of the content. Problems associated with equipment, lighting, participants' comfort were identified by five percent of all trainees; these problems were mentioned for the University of Illinois and the University of Denver -- 15 and 10, percent, respectively. Even fewer participants found that their training was too simple, not what they expected, too difficult, or poorly planned.

Higher incidences of problems were reported at four RAPs. The University of Illinois had almost as many people reporting a problem as not; a ratio quite different than the average. Problems identified by over 6 percent of the trainees at conferences sponsored by University of Illinois, Pacific, Los Angeles, and Region III RAPs are as follows:

University of Illinois	(43)
Needed more time	(17%)
Equipment/facility	(15%)
Too general	(10%)
Not what I expected	(10%)
Content too simple	(10%)

Los Angeles	(34)
Needed more time	(21%)

Pacific	(43)
Needed more time	(27%)

Region III	(33)
Needed more time	(13%)
Too general	(8%)
Not what I expected	(7%)

The data on problems (see Table 19) corroborate the overall positive reactions among trainees already noted for Chapel Hill, Texas Tech University, Region III, Alaska, Portage, and Mississippi RAPs; most of these RAPs also had had higher percentages of "excellent" ratings.

Suggestions

Trainees freely offered suggestions for future RAP training. Over 80 percent expressed one or more ideas which can assist the National Office as well as the individual RAP's to assess this year's training and make decisions for the next.

The overwhelming desire is for future training on working with parents of children with handicaps -- 44 percent of all trainees identified this area of need. The response is consistent across all RAPs. Participants at the Chapel Hill, Alaska, Mississippi, New York University, and Texas Tech University RAPs request this training at even higher than average rates (from 54 to 59%). Alternatively, Los Angeles and University of Denver RAP trainees were the least interested. Training on handicaps is the least apt to be sought, except among trainees at New York University and Alaska RAPs; here informants particularly want training in the areas of emotionally disturbed (NYU) and speech impairment (Alaska). The desire for more help in working with parents is indicative not only of the RAPs' success in communicating to teachers and administrators the need to work closely with parents, but also of the value trainees are placing on such cooperative ventures. No doubt it also reflects the need for new techniques in order to link efforts at school and home for the benefit of the child.

The rank order of suggestions with the percentage of trainees citing each topic follows:

Suggested Topics for Future Training

Working with parents of children with handicaps		(44%)
Training for supervisory staff		(29%)
IEP		(26%)
Assessment		(25%)
Diagnosis		(24%)
Screening		(22%)
Handicaps		
Emotionally disturbed	(6%)	
Speech impaired	(4%)	
Learning disability	(4%)	

The suggestions made to train supervisory staff may reflect the feelings of staff that their efforts to serve handicapped children could use more support within their own programs. Some RAPs have provided such training as part of their mainstreaming conferences over the past two years; perhaps more will do so even though teachers are meant to be the prime beneficiaries.

As with all other measures, some RAPs distinguish themselves by greater or lesser percentages in responses from participants. The following list adds to the previous discussion on suggestions:

RAP	High Response for...	Little Response for...
NYU		Diagnosis
Chapel Hill	Supervisory staff trng.	
Nashville	IEP	Assessment
Mississippi	IEP	
University of Illinois	Supervisory staff trng. Screening	
Portage	Diagnosis	
Texas Tech	Supervisory staff trng. Screening	
Region VII	Diagnosis	Supervisory staff trng. IEP, screening
University of Denver		Supervisory staff trng.
Pacific	Assessment	
Portland State Univ.	Assessment, screening	
Alaska	IEP Supervisory staff trng.	

FINDINGS AND RECOMMENDATIONS

Findings

Overall

- Data from records at the RAPs and information from RAP clientele demonstrate that the network has sustained the level of effort achieved in the previous year. Satisfaction from three sources -- conference evaluations, interviews with Head Start staff, and interviews with State Education Agency personnel -- is the same or higher than before.

Budget and Staffing

- The budget for the 1980-81 contract year totaled $1,930,367. The budget supported 15 projects, thirteen with funding increases, two new contractors replacing two funded during previous terms, and new computer hardware.

- Individual RAP budgets average $128,691 compared to last year. Budgets range from $107,468 to $169,965.

- Increases this year in the salary line supported higher wages rather than more staff. Average salary per FTE is $17,665.

- Overhead and fringe costs have risen considerably. They account for 42.5 percent of all new funds, attributable in part to higher overhead rates at the two new contractors, and in part to increases in indirect costs at other sites.

Task Priorities

- No two RAPs ranked the priority of tasks identically to each other. For four years the network profile surfaces the same four tasksin top positions, the same two in final place, and other tasks shift within the middle positions.

- All but three tasks ranked similarly in terms of time and importance. The top two tasks, provision of services to Head Start, and conducting training conferences, consume more time than all others combined.

Activity and Task Record Analysis

- The network recorded 3,625 activities (records of events or transactions initiated by a Head Start, RAP or another requestor) during the first nine months of the program year, a drop of 19 percent from the previous year's high. Nonetheless, the volume exceeds all years but the previous one, and more than triples the level of the first year. On the average each RAP responds to 28 requests per month.

- For nine out of ten requests, RAPs are the providers of services or materials. Other providers are third party resource providers, regional contractors, SEAs, other RAPs, regional offices, and others.

- Two out of three requestors are Head Start staff, primarily handicap coordinators, followed by directors, other administrators, and teachers. Other requests come from resource providers, SEA/LEA, other RAPs, regional contractors, regional offices, and others.

- Activities characterized by type fall into the following distribution: 63 percent materials, 26 percent information, 6 percent technical assistance, 3 percent facilitation, and 2 percent training. The percentage of change within categories compared to last year is insignificant.

- In the first nine months of the program year a total of 842 task records (labor and time intensive activities which relate to RAP tasks) were recorded, an increase of 20 percent over the previous reporting period, and an average of 56 per RAP, up from 47 last year.

Mainstreaming Training Conferences

- RAP conducted a third cycle of training on the mainstreaming manuals as part of an intensive campaign to annually train one-third of the Head Start teachers. The projects offered sequentially appropriate training to teachers who had already received the manuals training.

- During the three year effort a total of 33,835 persons have been trained at mainstreaming conferences or their equivalents.

- One hundred sixty-five conferences were conducted, an increase of 22 percent over last year. The larger number of conferences suggests a trend to offer more workshops either on-site or to clusters of grantees.

- Eleven thousand eighty-seven participants were trained at the conferences, including 5,374 teachers (32%) and 2,441 teacher aides (16%) and 3,272 others; 80 percent of the Head Start grantees in the country attended mainstreaming conferences or their equivalents.

- Data from Head Start telephone surveys verify the above findings; 81 percent of the sampled grantees attended mainstreaming conferences; 37 percent of the sampled teachers received training and 24 percent of all teacher aides.

- Ninety-six percent of the sampled conference trainees were Head Start staff; classroom staff accounted for 60 percent of the trainees.

- Ninety-six percent of the sampled conference trainees rated conferences as "excellent" or "good" with increases reporting "excellent" ratings. The typical trainee learned between four and five new things at RAP conferences and will adopt between four and five new practices as a result of the training.

- Three to six months after the training, sampled participants indicated they had adopted an average of 4.5 practices from the training conferences.

Collaboration

- This year RAPs were involved in the following collaborative activities; Head Start/SEA agreements, Head Start/LEA collaboration, facilitation with other agencies, and official representation on committees.
- Nine new agreements were signed this year, seven of which were between ACYF and SEAs. These bring the number of agreements reported by RAP s to 24.
- Not one local agreement between a Head Start program and a Local Education Agency has been negotiated directly as a result of RAP's work.

Needs Assessments

- RAPs have assessed the handicap needs of 92 percent of all Head Start grantees this year, compared to 88 percent last year. Six RAPs had assessed 100 percent of the grantees. The remaining RAPs ranged from between 75 and 98 percent for completed needs assessments.
- Procedures for the collection of needs assessment vary in format, duration and timing. RAPs have devised their own forms and strategies, or used existing regional systems to collect the information. Some rely on written forms alone, some prefer phone calls, some conduct assessments in person at meetings or on-site, and still others use a combination of all three.
- For the second year in a row the need most frequently cited among grantees was for assistance in developing and implementing Individual Education Plans (IEPs). The need for continued and more advanced training or specific handicapping conditions was the second most frequently cited need. Head Starts continued to ask for more assistance in working with public schools and in working with parents and families of handicapped children.

Record Keeping System

- The review of the record keeping system for this year is essentially a review of the work of the computer task force. At the beginning of the 1980-81 program year the task force advised ACYF to terminate the services of the contractor responsible for designing the system and to explore an alternative system.

- Records kept at RAPs were the best this year of any previous period. Practices for recording are not infallably uniform, but greatly improved.

Provider Inventory

- A total of 6,471 entries, including agencies, individuals, and materials resources are catalogued for use by Head Starts through the RAP network. This represents an increase of almost 550 entries over the previous year. Of the total number of resources catalogued network-wide, RAPs reported that 664 are used frequently, an average of 44 per RAP.

Head Start Director's Meetings

- RAP staff attended a total of 77 state level plus 12 regional meetings or conferences, an increase of 68 meetings over last year.

Advisory Committees

- The RAP advisory committee averages 15 members, one fewer than previously. Sizes range from 8 to 26 members. Every state or territory is represented on RAP advisory committees, except one.

- All but one RAP met the minimum contract requirements for representation on the advisory committee.

- SEA representation on advisory committees has decreased from 44 to 41 states and territories. However, 76 percent of all SEAs are represented on RAP Advisory Committees.

National RAP Meetings

- Two national RAP meetings were convened this year.

Task Forces

- RAP task forces focused on five topics this year: the computer, CDA competencies/curriculum, LEA/Head Start collaboration, PA26, and speech and language.
- Each RAP was assigned to one, and in some cases two or three task forces.

Annual Survey

- All but four RAPs received some requests for assistance on the survey, from 2 to 12 requests per RAP. Questions were primarily for clarification and interpretation.

Head Start Telephone Survey

- Telephone interviews were held with 397 Head Start programs to assess the impact of RAP services.
- The overall satisfaction index is 3.1 on a four point scale; this is identical to the index last year. Only 5 percent reported problems with RAP, primarily related to late notice of conferences, and scheduling conflicts at conferences.
- The average number of types of contacts between RAP and Head Starts was 3.8, up slightly from last year.

- Mainstreaming conferences were the most frequently occurring contact; 37 percent of the teachers within the Head Start sample were trained.

- RAP's most valuable service assessed by Head Start was training, followed by distribution of materials and RAP's availability as a resource. Training was the most frequently cited at every RAP.

SEA Impressions of RAP

- SEAs or their counterparts were contacted and interviewed in every state, the District of Columbia, the Pacific Trust Territory, and Guam.

- Overall satisfaction remained at 3.4 on a four point scale, the highest level attained since the task to collaborate with SEAs began.

- Fifty-two percent of the representatives reported contact occurring monthly or more often, 21 percent reported occasional contact, and 19 percent reported infrequent contact. Four SEAs reported no contact by RAP during the past year.

- Almost three-fourths of the SEAs indicated that contacts were mutually initiated. Seventeen percent view RAP as the primary initiator of contact, and one SEA reported being the primary initiator of contact.

- The average number of types of contact per state is 3.9. Information exchange continuesto be the most frequently cited. Thirty-three SEAs described participation on advisory committees.

- Most valuable services offered by RAPs fell into eight categories. They include, in order of frequency, training, RAP serving as a resource to Head Starts, RAPs serving as a liaison between LEA/SEA and Head Start, and RAP serving as a resource in general.
- Eighty-nine percent of the SEAs reported no problems in their dealings with RAP. Of the problems cited, most were due to limited contact.

Recommendations

LEA Collaboration

- The task to deliver signed local agreements is an unrealistic assignment. RAPs support the concept of promoting local collaboration, but because of the large number of LEAs, the time demands required to develop agreements, and the absence of control that RAPs have over LEAs, they are unable to do so. The deliverable should be removed as an obligation and RAPs should be directed to promote local collaboration through training, exchanges of information and materials, and technical support.

Training Conferences

- After the third year of mainstreaming conferences, RAPs need a new mandate to keep training fresh for trainees and for RAP staff. Responses from conference evaluation forms indicate that trainees want RAP to offer parent training and training for supervisory staff. Training on handicapping conditions was least frequently cited.
- If the contract continues as now stated RAPs must collect data on the numbers of teachers trained, the numbers of aides trained and the numbers of others trained.
- If RAPs can choose their training format, target audience, and numbers of conferences, ACYF must issue clear guidance with respect to fulfillment of this contract task.
- If RAPs are determined to train in any way that is responsive to grantees' needs, then all types of training offerings by RAPs should be counted as fulfillment of the conference task.

Service to Grantees

- Meetings organized by RAPs for handicap coordinators have been well received among Head Start programs. In several regions RAPs are developing network counterparts to the RAPs at the local level. ACYF should encourage RAP to conduct meetings for handicap coordinators. These can be the forum for training of trainors, information and materials exchanges, and special projects.

Record Keeping System

- All 15 RAPs should be part of the computerized network so that all can share their resources and communicate with one another.

- With the advent of the computerized management and information system, it becomes increasingly important to standardize recording practices. At the time RAPs are trained in the use of new software system, they should receive written clarification of definitions and recording practices.

- A set of standard questions regarding the needs of grantees should be incorporated into the computer software so that ACYF has access to current information on the needs of grantees in the handicap effort.

Task Forces

- All members of RAP task forces should be notified of their assignment in writing.

RAP Meetings

- All participants should remain for the duration of the meetings.

- Minutes from the meetings should be written and sent to all RAPs, so that all staff, whether they attend or not, are familiar with the guidance issued by ACYF at meetings.

- Some RAP staff have suggested that fall meetings take place in the summer when the project workload is lighter and staff are planning initiatives for the coming year.

Administration

- ACYF should issue written directives to all RAP contractors requiring them to return files to the government in the event a contractor looses the RAP contract. In the past, new RAP contractors have lost valuable time reestablishing files of and library resources for grantees.